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ABSTRACT

The second of two related documents, this volume consists of four appendixes of data referred to in the first volume. Appendix A makes up the major portion of the report and contains abstracts and ratings of 71 test instruments categorized by skill area and educational level. Appendix B contains the results of the 1978-79 survey of the status of speech communication education in Massachusetts public secondary schools. Appendixes C and D are selected bibliographies on speech communication at the elementary and secondary level. (AEA)

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ED178970

ASSESSMENT OF BASIC SPEAKING AND LISTENING SKILLS:

State of the Art

and

Recommendations for Instrument Development

Volume II

by

Assessment of Basic Speaking and Listening Skills

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APPENDIX A

INSTRUMENT REVIEWS

The pages that follow contain abstracts and ratings of instruments that were reviewed in Chapter II. The abstracts appear in the order indicated in Figure 3 on page ; that is they are ordered by category -- speaking, listening, speaking and listening -- and by level within each category -- elementary, secondary, elementary and secondary.

A quick-reference alphabetical listing of all instruments reviewed follows below:

Instrument	Review #1	Category	Level	Page #
Assessment of Children's Language Comprehension	1	Speaking	Elementary	90
Auditory Skills Test Battery	47	Listening	Elementary and Secondary	320
Bowen Language Behavior Inventory	56	Speaking and Listening	Elementary	366
Brown-Carlsen Listening Test	42	Listening	Secondary	295
California Achievement Tests, Form A, Level 1	57	Speaking and Listening	Elementary	372
California Achievement Tests, Form A, Levels 2-5	27	Speaking	Elementary and Secondary	220
California Achievement Tests, Forms C & D, Levels 14-19	10	Speaking	Secondary	135
Carkhuff Rating Scales	11	Speaking	Secondary	140
Classroom Communication Observation Categories	2	Speaking	Elementary	95
Cloze Listening Test	43	Listening	Secondary	300
Cognitive Abilities Test: Verbal Battery	28	Speaking	Elementary and Secondary	225
Cognitive Operations Monitored in the Classroom	12	Speaking	Secondary	145
College Outcome Measures Project	13	Speaking	Secondary (post)	150
Comprehensive Test of Basic Skills, Form S, Levels A, C, 2, & 4	65	Speaking and Listening	Elementary and Secondary	420
Content Evaluation Series: Language Ability Test	14	Speaking	Secondary	155
Cooperative English Tests: English Expression	15	Speaking	Secondary	160
Cooperative Primary Tests: Listening	35	Listening	Elementary	260

Instrument	Review #	Category	Level	Page #
Differential Aptitude Tests: Verbal Reasoning and Language Usage	16	Speaking	Secondary	165
Dramatic Acting Test	29	Speaking	Elementary and Secondary	230
Durrell Listening-Reading Series	48	Listening	Elementary and Secondary	326
Durrell-Sullivan Reading Capacity and Achievement Tests	36	Listening	Elementary	265
Effective Listening: Pretest and Posttest	44	Listening	Secondary	305
English Language Testing Project for the Bureau of Indian Affairs	66	Speaking and Listening	Elementary and Secondary	426
Essentials of English Tests	17	Speaking	Secondary	170
Family Interaction Scales	30	Speaking	Elementary and Secondary	235
Flanders System of Interaction Analysis	67	Speaking and Listening	Elementary and Secondary	432
Florida Taxonomy of Cognitive Behavior	31	Speaking	Elementary and Secondary	240
Flowers Auditory Test of Selective Attention	37	Listening	Elementary	270
Functional Communication Profile	61	Speaking and Listening	Secondary	396
Fundamental Achievement Series: Verbal	49	Listening	Elementary and Secondary	331
Giving and Taking Directions	45	Listening	Secondary	310
High School Placement Test	18	Speaking	Secondary	175
Hill Interaction Matrix	19	Speaking	Secondary	180
Hoyum-Sanders Junior High School English Test	20	Speaking	Secondary	185
Illinois Test of Psycholinguistic Abilities	58	Speaking and Listening	Elementary	378
Ilyn Oral Interview	62	Speaking and Listening	Secondary	402
Interactional Competency Checklist	59	Speaking and Listening	Elementary	384
Introduction to Speech Communication	68	Speaking and Listening	Elementary and Secondary	438

Instrument	Review #	Category	Level	Page #
Iowa Tests of Educational Development	21	Speaking	Secondary	190
Jones-Mohr Listening Test	46	Listening	Secondary	315
Language Communication Skills Task	60	Speaking and Listening	Elementary	390
Learning Through Listening	50	Listening	Elementary and Secondary	336
McRel Interaction Analysis System	22	Speaking	Secondary	195
Metropolitan Achievement Tests	69	Speaking and Listening	Elementary and Secondary	444
Michigan Educational Assessment Program Listening Test	51	Listening	Elementary and Secondary	341
Minnesota High School Achievement Examinations: Language Arts	23	Speaking	Secondary	200
Missouri College English Tests	24	Speaking	Secondary	205
Murphy-Durrell Reading Readiness Analysis	38	Listening	Elementary	275
NAEP Speaking and Listening Field Tests	63	Speaking and Listening	Secondary	408
Observation of Socialization Behavior	3	Speaking	Elementary	100
Oral Language Evaluation	4	Speaking	Elementary	105
Palo Alto Group Therapy Scales	64	Speaking and Listening	Secondary	414
Peabody Picture Vocabulary Test	52	Listening	Elementary and Secondary	346
Resource Process Coding System	25	Speaking	Secondary	210
Roletaking Questionnaire	5	Speaking	Elementary	110
School and College Ability Tests: SCAT Series II	70	Speaking and Listening	Elementary and Secondary	450
Science Research Associates Assessment Survey Achievement Series	32	Speaking	Elementary and Secondary	245
Short Form Test of Academic Aptitude: Vocabulary and Memory Tests	71	Speaking and Listening	Elementary and Secondary	456
Situational Language Tasks	6	Speaking	Elementary	115
Smith System Strategies of Teaching	26	Speaking	Secondary	215

Instrument	Review #	Category	Level	Page #
STEP Listening Test	53	Listening	Elementary and Secondary	351
Test for Auditory Comprehension of Language	39	Listening	Elementary	280
Test of Ability to Explain	33	Speaking	Elementary and Secondary	250
Test of Auditory Discrimination	54	Listening	Elementary and Secondary	356
Test of Listening Comprehension	40	Listening	Elementary	285
Tests of Adult Basic Education: Language Expression	34	Speaking	Elementary and Secondary	255
Tests of Basic Experiences, Second Edition, Language	41	Listening	Elementary	290
Utah Test of Language Development	55	Listening	Elementary and Secondary	361
Verbal Interaction Category System	7	Speaking	Elementary	120
Verbal Pupil-Behavior Category System	8	Speaking	Elementary	125
ZIP Test	9	Speaking	Elementary	130

INSTRUMENT ABSTRACT FORM #1

(Criteria # in parentheses)

Title: *Assessment of Childrens Language Comprehension

Category: _X_ Speaking ____ Listening

Date of Construction:

Age Range: 2-6

Available from: Consulting Psychologist Press
577 College Avenue
Palo Alto, CA

Purpose of Instrument: To determine the level at which a child is able to process and remember lexical items in syntactic sequence, including vocabulary and comprehension.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

The instrument does not focus directly on speaking or listening.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

No

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Unable to determine

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

The instrument is not suitable for our target population. It does allow for acceptable responses and is easily understood.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Administrator skill is necessary

---

*Primary source was not available for review. This review is based on one that appears in Larson, C., Backlund, P., Redmond, M., and Barbour, A. Assessing functional communication. Falls Church, VA: SCA and ERIC, 1978.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, and 14)

Instrument requires ten minutes per student and a special set of plates. The stress factor is average for this type of instrument.

Type of test ____criterion referenced _X__ norm referenced

Normative data:

Validity data (#9 and 10): Insufficient information is given.

Reliability data (#8): Internal reliability is reported to be high.

Related documents and bibliography:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills -- NONE --

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
Yes [✓ No]	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes [✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes [✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
2	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
0	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
1	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
0	(14)		Speaking (Note test item numbers):
0	(11)		Listening (Note test item numbers):
0	(25)		Integrative (Note test item numbers):
2	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
1	(3)	13.	Instrument is cost and time effective.
2	(3)	14.	Instrument involves simple equipment.
0	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 14
c. Criterion 10 (enter total points for appropriate test
Speaking 0
Listening ______
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #2

(Criteria # in parentheses)

Title: Classroom Communication Observation Categories

Category: _X_ Speaking ____Listening

Date of Construction: 1961

Age Range: Elementary

Available from: John Withal
Pennsylvania State University
University Park, PA

Purpose of Instrument: To describe teacher and pupil interaction in the classroom. Focus is on "communication acts," defined as the exchange of information, direction, concepts, or evaluations between two or more persons.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes, as an observation system, it requires no out-of-the-ordinary behavior by the student.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

Yes, it focuses clearly on speaking, and, to a lesser degree, on listening.

Is the content of the instrument free of sexual, cultural, racial, or ethnic bias? (#3)

Yes, the categories are free of content bias.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

Not applicable. The instrument does not ask for any response; it attempts to record categories of classroom conversation.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Instructions are limited, some skill and training are necessary on the part of the rater.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, and 14)

> The procedure consists of a rater observing the classroom interaction and coding behaviors on a rating form as they occur naturally. Time required is flexible. Cost and equipment are minimal. Little stress is associated with the instrument.

Type of test _n/a_ criterion referenced _n/a_ norm referenced

Normative data: None are provided

Validity data (#9 and 10): None are provided

Reliability data (#8): None are provided

Related documents and bibliography:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:
    Categories 1, 2, and 5
13. Describe objects, events, and experiences:

14. Question other's viewpoint:
    Category 3

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
3	(3)	5.	Instrument emphasizes application of skills in familiar situations.
3	(3)	6.	Instrument allows for optional settings.
2	(3)	7.	Instrument allows for a range of responses.
0	(3)	8.	Instrument is reliable.
0	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
2	(14)		Speaking (Note test item numbers):
	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
2	(3)	11.	Administration procedures are detailed and standardized.
3	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
2	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 21
c. Criterion 10 (enter total points for appropriate test

Speaking 2
Listening ____
Integrative ____

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #3

(Criteria # in parentheses)

Title: Observation of Socialization Behavior

Category: _X_ Speaking ____ Listening

Date of Construction:

Age Range: Early elementary

Available from: Home Management House #2
Head Start Research Center
Michigan State University
East Lansing, MI 48824

Purpose of Instrument: To analyze behavior of children along 14 dimensions: interaction (responses and intuitions); object of interaction; level of involvement; peer impact; verbalization; verbal fantasy; voice tone; physical behavior; physical tone; social behavior; autonomy; leadership; social competency; emotionality.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

The instrument focuses on interaction in an unstructured setting and covers a variety of variables.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

No, it focuses only on the type of interaction.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

Generally, no. The instrument's potential value comes from its coding categories and their adaptation to speaking and listening skills.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Extensive rater training is required to make coded observations. Student responses are not influenced by rater's skill.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, and 14)

Requires at least one hour of video tape. Because of instrument complexity, cost is quite high. The stress factor is low.

Type of test _____criterion referenced _____norm referenced

Normative data:

Validity data (#9 and 10):

Reliability data (#8): Reliability, both inter-observer and split half reliability, ranged between .60-.90.

Related documents and bibliography:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA	
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
2	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
2	(3)	8.	Instrument is reliable.
0	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
0	(14)		Speaking (Note test item numbers):
	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
1	(3)	11.	Administration procedures are detailed and standardized.
1	(3)	12.	Instrument is not likely to induce undue stress.
1	(3)	13.	Instrument is cost and time effective.
0	(3)	14.	Instrument involves simple equipment.
1	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 10
c. Criterion 10 (enter total points for appropriate test

Speaking 0
Listening ________
Integrative ________

CHECK ONE: Instrument approval recommended ________
Instrument approval not recommended X

27

INSTRUMENT ABSTRACT FORM #4

(Criteria # in parentheses)

Title: Oral Language Evaluation by N.J. Silvaroli, J.T. Skinner, J.O.R. Maynes, Jr.

Category: X Speaking _____ Listening

Date of Construction: c. 1977

Age Range: Elementary School

Available from: EMC Corporation
180 East Sixth Street
Saint Paul, MN 55101

Purpose of Instrument: To identify, assess, diagnose, and prescribe oral language capability of English and Spanish speakers; to identify children who need training in a second language; to assess the child's primary language; to determine if additional oral language testing is necessary; to develop oral language capabilities based on diagnostic data.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> Yes. The instrument solicits oral responses from children. Only the ability to "tell about" a picture is needed. However, the instrument does assess oral language ability for the purpose of determining when the child is ready for formal reading instruction.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> The instrument goes beyond this; it provides a profile of what the child can do, but it also suggests activities to develop oral language ability further.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> The instrument is designed for English and Spanish speaking children.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> The instrument is designed for bilingual speakers who are about to participate in formal reading instruction. As designed, it is not uniquely suitable for our target population. The instrument allows for a moderate range of responses, i.e., varying language structures in a storytelling situation.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Instructions are sufficiently detailed to fulfill the purposes of the instrument.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, and 14)

The child "tells about" a picture that is presented by an examiner. The child's oral response is tape recorded and transcribed on a printed record form. It is then analyzed and classified in a six stage language continuum. The six stages, in order of increasing complexity, are: labeling; basic sentence structures; language expansion; connecting, relating and modifying; concrete, simple storytelling; complex, abstract storytelling. Presumably, these classifications help the teacher to determine whether the child is ready for formal reading instruction and whether the child needs additional oral language instruction prior to or sumultaneous with formal reading instruction. Testing time per child is about 2-3 minutes, but transcribing and analyzing responses may take longer. Only a cassette tape recorder is needed. Cost of the teacher's manual which explains the instrument is $4.95. The assessment is designed to take place in small group settings and appears to be free of undue stress.

Type of test __X__ criterion referenced _____ norm referenced

Normative data:	Normative, validity and reliability data are not reported. The instrument includes many samples of children's responses to assist teachers in their ratings of oral language. Six of our skills are covered.
Validity data (#9& 10):	
Reliability data (#8):	

Related documents and bibliography: The authors indicate that an earlier test paved the way for this test. The earlier test apparently was "Oral Language Assessment" by John R. Munden and is reviewed in Johnson, O.C. Tests and measurements in child development: Handbook II. Vol. 1 San Francisco: Jossey-Bass, Inc., 1976, 197-198.

SPEAKING BASIC SKILLS CHECKLIST*

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:
    X
2. Speak loudly enough to be heard by a listener or group of listeners:
3. Speak at rate listener can understand:
4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:
    X
6. Organize main idea for presentation:
7. State main ideas clearly:
    X
8. Support main ideas with important details:
    X
9. Demonstrate knowledge of standard English usage:
    X

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:
11. Speak so listener understands purpose:
12. Ask for and give straightforward information:
13. Describe objects, events, and experiences:
    X
14. Question other's viewpoint:

*The nature of the instrument does not permit item-by-item analysis.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes]	No	1. Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
3	(3)	5. Instrument emphasizes application of skills in familiar situations.
1	(3)	6. Instrument allows for optional settings.
2	(3)	7. Instrument allows for a range of responses.
?	(3)	8. Instrument is reliable.
?	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
6	(14)	Speaking (Note test item numbers):
	(11)	Listening (Note test item numbers):
	(25)	Integrative (Note test item numbers):
2	(3)	11. Administration procedures are detailed and standardized.
3	(3)	12. Instrument is not likely to induce undue stress.
1	(3)	13. Instrument is cost and time effective.
3	(3)	14. Instrument involves simple equipment.
1	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 16
c. Criterion 10 (enter total points for appropriate test

Speaking 6
Listening ____
Integrative ____

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #5

(Criteria # in parentheses)

Title: Roletaking Questionnaire by Eleanor E. Maccoby*

Category: __X__ Speaking _____ Listening

Date of Construction: 1961

Age Range: 6th graders

Available from: Order Document #6869 from
Photoduplication Service
Library of Congress
Washington, D.C. 20540

Purpose of Instrument: To measure the extent to which the child has learned elements of adult role behavior that characterize his parents.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

No. While the test measures roletaking, an important speaking/listening ability, it does so through a paper-and-pencil test which requires considerable reading.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

One problem with this instrument is that it relies on self-report verbal behavior.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Instrument not available for review.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

They are suitable for a narrow, 6th grade age range. Responses are limited.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

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*Primary source was not available in time for review. This review is based on the review that appears in Johnson, O.G., and Bommarito, J.W. Tests and measurements in child development: A handbook. San Francisco: Jossey-Bass, Inc., 1971, 269-270.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, and 14)

The scale consists of 39 items distributed among 7 subscales as follows: rule enforcement, acceptance of rule enforcement, give nurturance, accept material help, accept comfort, beg for return of nurturance, and adult-child role choice. The scale is administered on a group basis, and the child checks his own choices after silently reading the items. A sample item follows:

> You are on your way to school. A boy in your class is walking in front of you. He drops a bottle on the sidewalk, and it breaks into many pieces. The boy walks on. What would you do?
>
> Say nothing; it's his business, not mine - 0
> Tell the boy to pick up the pieces - 1

The higher score is in the direction of the variable being tested. The total score for the scale is the sum of the individual item scores. Time limits are difficult to ascertain.

Type of test __X__ criterion referenced _____ norm referenced

Normative data:

Validity data (#9 and 10): Intercorrelations among the subscales are very low suggesting the subscales do measure different dimensions of role-taking. Also the verification of predictions and previously confirmed hypotheses give the scale some construct validity.

Reliability data (#8): No data on reliability are available. Since the subtests were formed on the basis of adequate correlation of each item with the total score on the scale, the scale evidently has internal consistency.

Related documents and bibliography:

SPEAKING BASIC SKILLS CHECKLIST*

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

*The scale measures roletaking ability, a broader construct than any of the skills listed above.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
Yes [✓ No]	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes [✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
Yes ? No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes [✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
2	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
2	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
?	(14)		Speaking (Note test item numbers):
	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
2	(3)	11.	Administration procedures are detailed and standardized.
2	(3).	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
2	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15
   (enter total points) 21
c. Criterion 10 (enter total points
   for appropriate test

Speaking ?

Listening ______

Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #6

(Our criteria # in parentheses)

Title: Situational Language Tasks

Category: _X_ Speaking ____ Listening

Date of Construction: 1976

Age Range: Early elementary

Available from: Arizona Center for Educational Research
University of Arizona
College of Education
Tuscon, AZ 85721

Purpose of Instrument: To assess children's oral language skills within the institutional milieu to reduce artificiality of testing situations and to maximize transfer.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> Yes. The value of the instrument comes from its attempt to assess behavior as it occurs naturally.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> It focuses on speaking skills, but variables not related to our basic skills.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> Yes to all aspects of the question.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#[illegible]

> Sessions use students own teacher, an independent rater, and a tape analysis team.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, and 14)

Requires tape recording of sessions for later analysis. Requires three sessions of 15, 15, 5 minutes each. Analysis of tape requires a large amount of time from at least four people. This is not cost or time efficient.

Type of test _____criterion referenced __X__norm referenced

Normative data:

Validity data (#9 and 10): Not available

Reliability data (#8): Not available

Related documents and bibliography:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

--NONE --

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes]	No	1. Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
3	(3)	5. Instrument emphasizes application of skills in familiar situations.
3	(3)	6. Instrument allows for optional settings.
2	(3)	7. Instrument allows for a range of responses.
?	(3)	8. Instrument is reliable.
?	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
______	(14)	Speaking (Note test item numbers):
______	(11)	Listening (Note test item numbers):
______	(25)	Integrative (Note test item numbers):
2	(3)	11. Administration procedures are detailed and standardized.
3	(3)	12. Instrument is not likely to induce undue stress.
2	(3)	13. Instrument is cost and time effective.
3	(3)	14. Instrument involves simple equipment.
1	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 19
c. Criterion 10 (enter total points for appropriate test

Speaking ______
Listening ______
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #7

(Our criteria # in parentheses)

Title: Verbal Interaction Category System

Category: __X__Speaking _____Listening

Date of Construction: n.d.

Age Range: Elementary

Available from: Edmund J. Amidon
Temple University
Philadelphia, PA

Purpose of Instrument: Expansion of Flanders System; to record teacher and student talk along a continuum of acceptance/rejection across feelings, ideas, and behaviors.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes. As an observation system, it focuses solely on verbal behavior.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

No, but it focuses on type of speaking behavior.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

Not applicable.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Requires training and skill of the rater.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, and 14)

The procedure consists of a rater observing classroom interaction and coding behaviors on a rating form as they occur naturally in the classroom. Time required is flexible; little cost; no equipment; and little associated stress.

Type of test _n/a_ criterion referenced _n/a_ norm referenced

Normative data: none

Validity data (#9 and 10): none

Reliability data (#8): None

Related documents and bibliography:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:
    Categories 2 and 3, superficially

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
2	(3)	5.	Instrument emphasizes application of skills in familiar situations.
2	(3)	6.	Instrument allows for optional settings.
3	(3)	7.	Instrument allows for a range of responses.
1	(3)	8.	Instrument is reliable.
1	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
1	(14)		Speaking (Note test item numbers): #2, #3
	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
2	(3)	11.	Administration procedures are detailed and standardized.
3	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
1	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]

b. Criteria 5 through 9 and 11 through 15 (enter total points) 21

c. Criterion 10 (enter total points for appropriate test

Speaking 1

Listening ______

Integrative ______

CHECK ONE: Instrument approval recommended ______

Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #8

(Our criteria # in parentheses)

Title: Verbal Pupil-Behavior Category System*

Category: __X__ Speaking _____ Listening

Date of Construction:

Age Range: Elementary

Available from: Jal S. Parakh
Western Washington State College
Bellingham, WA

Purpose of Instrument: Focuses on cognitive behaviors by analyzing four modes of talk (asking questions, self-initiated information giving, volunteering, replying). These are subdivided into categories of defining, fact-stating, explaining, evaluating.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

It categorizes types of talk.

Is the instrument free from sexual, cultural, racial or ethnic bias? (#3)

It appears to be.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

Categories are not very well defined. The thirty-six different categories are, together, quite complex.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Student responses are not dependent on administrator skill, but accuracy of results is. Training of raters is needed.

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*Primary source was not available for review. This review is based on Simon, A. and Boyer, E.G. Mirrors for behavior III: An anthology of observation instruments. Wyncote, PA: Communication Materials Center, 1974.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, and 14)

The rater observes classroom interaction as it occurs in normal activity. He/she codes the interaction over an arbitrarily fixed time limit. Little associated stress. No equipment necessary.

Type of test _____criterion referenced _____norm referenced

Normative data:

Validity data (#9 and 10):

Reliability data (#8):

Related documents and bibliography: Abstracted in Simon and Boyer.

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage: X

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose: X

12. Ask for and give straightforward information: X

13. Describe objects, events, and experiences: X

14. Question other's viewpoint: X

Categories are not numbered but use a two letter code. Categories that match our skills are checked above.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA	
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
2	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
0	(3)	8.	Instrument is reliable.
0	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
5	(14)		Speaking (Note test item numbers): Codes used, not numbers.
	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
2	(3)	11.	Administration procedures are detailed and standardized.
3	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
2	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 17
c. Criterion 10 (enter total points for appropriate test

Speaking 5
Listening ______
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #9

(Our criteria # in parentheses)

Title: ZIP Test by Norval C. Scott, Jr.*

Category: __X__Speaking _____Listening

Date of Construction: 1970

Age Range: 6 to 12 years

Available from: ASIS National Auxiliary Publication Service
c/o CCM Information Science, Inc.
440 Park Avenue, South
New York, New York 10016 (NAPS Doc. #00770. Also see related documents.

Purpose of Instrument: To assess the migrant child's proficiency on a sequence of behaviorally defined reading and mathematics skills, and to assess the English language facility of the pupil.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

The Language Facility Test requires an oral response. It is not mediated by reading and writing skills. However, the test focuses more on language (length and complexity of response) than on other speaking skills.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

No. It is diagnostic to determine the learning level at which instruction should begin.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

It was designed specificially for migrant children.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

The test is most appropriate for bilingual migrant children.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

The test instructions are given orally by the examiner.

*Primary source was not available for review. This review is based on that which appears in Johnson, O.G. Tests and measurements in child development: Handbook II. Vol. 1. San Francisco: Jossey-Bass, Inc., 1976, 300-301.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, and 14)

> The instrument is to be administered individually by any adult (teacher, teacher's aide, clerk) and takes no longer than 15-25 minutes to administer. The section on English Language facility uses pictures of stick figures for stimuli. The child is shown a picture of an object familiar to him/her. She/he is told in English or Spanish, "Tell me, in English, all you can about each picture." The focus here is to determine the child's ability to conceptualize in English.

Type of test __X__ criterion referenced _____ norm referenced

Normative data:

Validity data (#9 and 10): The development of the test included three types of validity. For content validity the Language Facility Section was developed using as stimuli pictures of items familiar to the migrant child Concurrent validity was computed using the independent judgments of experienced migrant teachers against the ZIP Test results. The resulting coefficients were 189 for the Language Facility Section (N=126). Construct validity for the Language Facility Section was determined by comparing the scoring of this section with the methods used by seven credentialed teachers who listened to individual tape recordings of eighteen migrant children who were responding to pictures on the Language Facility Section. The observers reported that a low rating went to a child who gave one-word answer, a complete sentence obtained a middle rating, and a high rating was given for a longer, more complex sentence.

Reliability data (#8): The split-half reliability for the Language Facility Section with the Spearman-Brown correction was .93.

Related documents and bibliography: Scott, N.C. Jr. ZIP Test: A quick locator test for migrant children. Journal of Educational Measurement, 1970, 7, 49-50.

SPEAKING BASIC SKILLS CHECKLIST *

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: X

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought: X

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage: X

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

*Test not available for review. The items above were checked on the basis of inference rather than firsthand examination.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING				CRITERIA
[✓ Yes]		No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]		No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
Yes	?	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes		[✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
2	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
3	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
3	(14)		Speaking (Note test item numbers):
	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
2	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
1	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
1	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 21
c. Criterion 10 (enter total points for appropriate test

Speaking 3

Listening ______

Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #10

(Our criteria # in parentheses)

Title: California Achievement Tests, Forms C & D, Levels 14-19

Category: __X__Speaking _____Listening

Date of Construction: c. 1977

Age Range: Grades 3.6 - 12.9

Available from: CTB/McGraw-Hill
Delmonte Research Park
Monterey, CA 93940

Purpose of Instrument: To obtain both norm and criterion referenced descriptions of student achievement in reading vocabulary; reading comprehension; spelling; language mechanics; language expression; mathematics computation; mathematics concepts and applications; and reference skills. The language expression section was reviewed.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> No. The language expression section is based on rules of written standard English. The test requires considerable reading.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> The test is both norm and criterion referenced. It provides information about the relative ranking of an individual student against a norm group, and it provides information about the instructional needs of students.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> This revision claims that all test items were carefully reviewed by experts for sex and ethnic bias and that whenever possible items identified as biased were eliminated from the test.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> They are suitable for the population and understandable. They do not, however, permit a range of responses.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

> Yes. The test is standardized and requires careful adherence to the instructions for administration.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, and 14)

> The language expression section contains 38 items that measure specific skills in language usage, sentence structure, and paragraph organization. Item types include choosing a word or words that best complete a sentence; identifying subject or verb of a sentence; recognizing incomplete, complete or run-on sentences; recognizing a sentence that is most clearly expressed; determining the best order for a group of sentences; selecting sentences that best develop a topic sentence; selecting the best concluding sentence.

Type of test __X__ criterion referenced __X__ norm referenced

Normative data: The review specimen includes a Norms Book for Level 18. This contains tables for converting raw scores to derived scores including scale scores, percentile ranks, stanines, grade equivalents and normal curve equivalents.

Validity and Reliability data (#8, 9 and 10): Data in validity and reliability are not included in the review specimen. Earlier CAT editions provide much validity and reliability data. The language expression section includes two of our speaking skills.

Related documents and bibliography:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:
   Test 5 Language Expression, items 48-57

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:
   Test 5 Language Expression, items 26-41

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
Yes	[✓ No]	1. Stimulus materials require respondent to perform as a speaker/listener.
Yes	[✓ No]	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
1	(3)	5. Instrument emphasizes application of skills in familiar situations.
0	(3)	6. Instrument allows for optional settings.
1	(3)	7. Instrument allows for a range of responses.
?	(3)	8. Instrument is reliable.
?	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
2	(14)	Speaking (Note test item numbers):
	(11)	Listening (Note test item numbers):
	(25)	Integrative (Note test item numbers):
3	(3)	11. Administration procedures are detailed and standardized.
2	(3)	12. Instrument is not likely to induce undue stress.
3	(3)	13. Instrument is cost and time effective.
2	(3)	14. Instrument involves simple equipment.
3	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 15
c. Criterion 10 (enter total points for appropriate test

Speaking 2
Listening ______
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #11

(Our criteria # in parentheses)

Title: Carkhuff Rating Scales

Category: __X__Speaking _____Listening

Date of Construction: 1969

Age Range: Adult

Available from: Carkhuff, Robert R. Helping and Human Relations Vol. II. New York: Holt, Rinehart and Winston, 1969.

Purpose of Instrument: To assess variables of communicative behavior in counselors, including empathy, respect, facilitative genuineness, disclosure, confrontation, immediacy, and self-exploration.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

It focuses on speaking skills of the types listed above.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

Yes.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

The instrument is generally too advanced for the target population. Its value stems from the scale development. This could serve as an example for scaling other speaking skills.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

A skilled administrator is needed to obtain consistant results.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, and 14)

An administrator rates subjects during couseling sessions. Time required is flexible, and there is little equipment necessary, although sessions are frequently tape-recorded.

Type of test _X_ criterion referenced ____ norm referenced

Normative data:

Validity data (#9 and 10): Extensive data are available for the
Reliability data (#8): therapeutic setting.

Related documents and bibliography:

--NONE--

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
1	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
3	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
______	(14)		Speaking (Note test item numbers):
______	(11)		Listening (Note test item numbers):
______	(25)		Integrative (Note test item numbers):
2	(3)	11.	Administration procedures are detailed and standardized.
1	(3)	12.	Instrument is not likely to induce undue stress.
1	(3)	13.	Instrument is cost and time effective.
2	(3)	14.	Instrument involves simple equipment.
1	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 18
c. Criterion 10 (enter total points for appropriate test

Speaking ____
Listening ____
Integrative ____

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #12

(Our criteria # in parentheses)

Title: Cognitive Operations Monitored in the Classroom

Category: __X__ Speaking ____ Listening

Date of Construction:

Age Range: Jr.-Sr. High School

Available from: Mid-Continent Regional Educational Laboratory
Kansas City, MO
John Anderson and Richard Bingmam, Authors

Purpose of Instrument: To investigate inquiry behaviors among learners; measure cognitive and social behaviors of students interacting in small groups and with their teacher; designed to be used simultaneously with Flanders System of Interaction Analysis.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes, it focuses on verbal behavior.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

Yes, but emphasis is on the type of talk, rather than presence or absence of skills.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Categories and examples appear to be free.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

Examples generally are derived from a science lesson. Some are too complex. A narrow range of responses is suggested in each category.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Rater must be familiar with the Flanders System.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, and 14)

Rater observes interaction as it occurs naturally in the classroom. It is useful to tape interaction for more accurate analysis. The stress factor is low.

Type of test _____criterion referenced _____norm referenced

Normative data:

Validity data (#9 and 10):

Reliability data (#8):

Related documents and bibliography: Abstracted in Simon and Boyer

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SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

*While not directly assessing these skills, the categories in this instrument and examples given are a fairly close match. These categories include (with detailed explanation and examples): #1. Statements of facts and information; #2. Statements of relationships between concepts; #3. Verbal predictions or plans; #4. Statements about the Logic of a Method or Thought Product --includes purposes and supporting detail; --includes use of examples and explanations of feelings. The other five categories are less related, but provide examples of how other types of verbal behavior can be classified and coded.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes]	No	1. Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
2	(3)	5. Instrument emphasizes application of skills in familiar situations.
2	(3)	6. Instrument allows for optional settings.
1	(3)	7. Instrument allows for a range of responses.
0	(3)	8. Instrument is reliable.
0	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
0	(14)	Speaking (Note test item numbers):
	(11)	Listening (Note test item numbers):
	(25)	Integrative (Note test item numbers):
2	(3)	11. Administration procedures are detailed and standardized.
3	(3)	12. Instrument is not likely to induce undue stress.
3	(3)	13. Instrument is cost and time effective.
1	(3)	14. Instrument involves simple equipment.
1	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 15
c. Criterion 10 (enter total points for appropriate test

Speaking	0
Listening	
Integrative	

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #13

(Our criteria # in parentheses)

Title: College Outcome Measures Project (COMP)

Category: __X__ Speaking ____ Listening

Date of Construction: Project organized in 1976

Age Range: Post secondary

Available from: The American College Testing Program
P.O. Box 168
Iowa City, Iowa 52240

Purpose of Instrument: To assess the knowledge and skills undergraduate students are expected to acquire as a result of a liberal education that is important to effective functioning in adult society. The areas involved are communicating, solving problems, clarifying values functioning within social institutions using science and technology, and using the arts. A measurement battery, an Objective Test, and an Activity Inventory have been developed. "Communicating" is defined as "can send and receive information in a variety of modes (written, graphic, oral, numeric, and symbolic) within a variety of settings (one-to-one, in small and large groups), and for a variety of purposes (for example, to inform, to understand, to persuade, and to analyze.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

The Measurement Battery provides a speaking score, and the Activity Index provides a communicating score.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

Yes.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes. Data are available.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

No, this test is designed for post-secondary use; however, its standardized rating scales and simulations provide a useful testing model.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, and 14)

The student must perform orally. Responses are taped and evaluated on a five-point rating scale for audience contact, delivery, and discourse.

Type of test __X__criterion referenced _____norm referenced

Normative data:

Validity data (#9 and 10):

Reliability data (#8):

} Data are available. Thirteen of our skills are covered.

Related documents and bibliography:

SPEAKING BASIC SKILLS CHECKLIST*

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: X

2. Speak loudly enough to be heard by a listener or group of listeners: X

3. Speak at rate listener can understand: X

4. Say words distinctly: X

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought: X

6. Organize main idea for presentation: X

7. State main ideas clearly: X

8. Support main ideas with important details: X

9. Demonstrate knowledge of standard English usage: X

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose: X

12. Ask for and give straightforward information: X

13. Describe objects, events, and experiences: X

14. Question other's viewpoint: X

*Item analysis not possible because of nature of the test.

INSTRUMENT RATING SCALE*

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA	
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
3	(3)	5.	Instrument emphasizes application of skills in familiar situations.
3	(3)	6.	Instrument allows for optional settings.
3	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
13	(14)		Speaking (Note test item numbers): (All of our skills except survival words are covered.)
	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
2	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
2	(3)	13.	Instrument is cost and time effective.
2	(3)	14.	Instrument involves simple equipment.
0	(3)	15.	Instrument is suitable for our target population. (for target population of post-secondary)

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

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*Rated only as a model as it is designed for post-secondary and for broader purposes.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 23
c. Criterion 10 (enter total points for appropriate test
Speaking 13
Listening ______
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X*

*This instrument meets the criteria stated above but it is a post-secondary measure and therefore not suitable for our target population. The instrument is highly recommended as a model for development of future instruments suitable for our target population.

INSTRUMENT ABSTRACT FORM #14

(Our criteria # in parentheses)

Title: Content Evaluation Series: Language Ability Test

Category: X Speaking ____ Listening

Date of Construction: c.1969

Age Range: Grades 7, 8, and 9

Available from: Houghton Mifflin
Pennington-Hopewell Road
Hopewell, NJ 08525

Purpose of Instrument: To assess (1) the student's grasp of important principles underlying the construction of the English sentence, and (2) the student's ability to use sentence elements effectively in standard sentence patterns. The test concentrates on the following areas: sentence structure, word form and function, mechanics, and diction.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> No. The test requires ability to read and test for understanding of structural rules as well as rules that apply to writing, i.e., spelling, punctuation, etc.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> It goes beyond this; it tries to determine how well a student can do whatever is involved in manipulating language so that his/her ability can be compared with that of other students.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> Yes, it appears to be.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> They are suitable for the target population, and they are clear. The test does not insist that the only choices that can ever be made in a language test are "right" and "wrong," but the test is scored for correct responses.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

> Yes. The test is well standardized.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, and 14)

> The test consists of fifty eight items. A forty minute working time is permitted. Test items vary a great deal. Those that do not measure mechanics emphasize understanding of how sentences function. Items are tested in interesting and relevant contexts.

Type of test _____criterion referenced __X__norm referenced

Normative data:

Validity data (#9 and 10):

Reliability data (#8):

Score conversion charts are provided, but other normative, validity and reliability data are not provided. The test taps two of our speaking competencies.

Related documents and bibliography: For another review see: Hook, J.N. Tests of the English Language. In A.H.Grommon (Ed.), Reviews of selected published tests in English. Urbana, Ill.: National Council of Teachers of English, 1976.

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:
   Items 41-45
2. Speak loudly enough to be heard by a listener or group of listeners:
3. Speak at rate listener can understand:
4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:
6. Organize main idea for presentation:
7. State main ideas clearly:
8. Support main ideas with important details:
9. Demonstrate knowledge of standard English usage:
   Items 16, 17, 19, 20, 22-24

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:
11. Speak so listener understands purpose:
12. Ask for and give straightforward information:
13. Describe objects, events, and experiences:
14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests: 0-11 for listening tests: 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
Yes	[✓ No]	1. Stimulus materials require respondent to perform as a speaker/listener.
Yes	[✓ No]	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
2	(3)	5. Instrument emphasizes application of skills in familiar situations.
1	(3)	6. Instrument allows for optional settings.
1	(3)	7. Instrument allows for a range of responses.
?	(3)	8. Instrument is reliable.
?	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
2	(14)	Speaking (Note test item numbers):
	(11)	Listening (Note test item numbers):
	(25)	Integrative (Note test item numbers):
2	(3)	11. Administration procedures are detailed and standardized.
2	(3)	12. Instrument is not likely to induce undue stress.
3	(3)	13. Instrument is cost and time effective.
3	(3)	14. Instrument involves simple equipment.
3	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 17
c. Criterion 10 (enter total points for appropriate test

Speaking 2
Listening ______
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #15

(Our criteria # in parentheses)

Title: Cooperative English Tests, English Expression, Forms 1A, 2A, 1C*

Category: __X__ Speaking _____ Listening

Date of Construction: c. 1960

Age Range: Forms 2A, 2B, 2C = Grades 9-12; Forms 1A, 1B, college freshmen and sophomores; Forms 1C, admitted college freshmen and sophomores.

Available from: Addison-Wesley Testing Service
Reading, MA 01867

Purpose of Instrument: To measure student's grasp of fundamentals of English expression, i.e., effectiveness (largely vocabulary) and mechanics (usage, spelling, punctuation and capitalization). Vocabulary and usage items were the focus of this review.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

No. The instrument does not test speaking (or writing for that matter) directly. It tests student's ability to recognize and select correct words, usages and other items in the context of writing.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

No. It goes well beyond this to many uses, including diagnosis of strengths and weaknesses and determination of overall achievement.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes, it appears to be.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

They are suitable for our target population, and they are clear. They are scored for correct responses.

*All forms were requested; the specimen set sent for review included Forms 1A, 2A, and 1C. This review's item analysis focuses only on Form 2A which is the most appropriate of the review forms for our target population.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes. Test administration is standardized.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, and 14)

The English expression section contains two parts. Part I is a 15 minute, 30 item test of "effectiveness." The items in this part require the student to complete a sentence by choosing the best single word or phrases or clauses. Part II is a 35 minute, 60 item test of "mechanics" (i.e., usage, spelling, punctuation and capitalization). The student is given a three-line sentence and asked to identify the line in which any mechanics error occurs or to indicate that the sentence contains no errors. The test consists of question booklets, answer forms, a manual for administering and scoring, a manual for interpreting scores, and a technical report.

Type of test _____criterion referenced __X__norm referenced

Normative data: A thirty-five page technical report offers normative, validity and reliability data. Ninety secondary schools participated in norming the final form for grades 9-12.

Validity data: (#9 and 10) Well qualified people were relied on to construct the test. A study of predictive validity is reported at the college level where the correlation between Cooperative English Expression scores and scores on a composite of all regular English tests given in the first semester was .67 for 2,449 freshmen. Test items cover two of our speaking skills.

Reliability data (#8): Alternate form reliabilities range from .81 - .86.

Related documents and bibliography: For another review see Hook, J.N. Tests on the English language. In A. H. Grommon (Ed.). Review of selected published tests in English. Urbana, Ill: National Council of Teachers of English, 1976.

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: Part 1, items 1-30.
2. Speak loudly enough to be heard by a listener or group of listeners:
3. Speak at rate listener can understand:
4. Say words distinctly:

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5. Use words in an order that clearly expresses the thought:
6. Organize main idea for presentation:
7. State main ideas clearly:
8. Support main ideas with important details:
9. Demonstrate knowledge of standard English usage: Part 2, selected items from 1-60; for example, on Form 2A, the following items test usage: 1,3-6, 8-18, 24, 28, 30, 35, 38, 40, 52-56, 59.

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:
11. Speak so listener understands purpose:
12. Ask for and give straightforward information:
13. Describe objects, events, and experiences:
14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
Yes [✓ No]	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes [✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes [✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
2	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
2	(14)	10.	Instrument demonstrates content validity. Speaking (Note test item numbers):
	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
3	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
2	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 23
c. Criterion 10 (enter total points for appropriate test

Speaking 2
Listening ____
Integrative ____

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #16

(Our criteria # in parentheses)

Title: Differential Aptitude Tests (DAT): Verbal Reasoning and Language Usage. Forms S & T

Category: __X__Speaking _____Listening

Date of Construction: Developed in 1947; 5th ed. revised and restandardized in 1972

Age Range: Grades 8 through 12

Available from: The Psycnological Corporation
757 Third Avenue
New York, N.Y. 10017

Purpose of Instrument: To provide an integrated, scientific and well standardized procedure for measuring the abilities of boys and girls in grades 8 through 12 for purposes of educational and vocational guidance. The battery includes tests of verbal reasoning, numerical ability, abstract reasoning, clerical speed and accuracy, mechanical reasoning, space relations, spelling and language usage. Only the tests of verbal reasoning and language usage were reviewed.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> No. The test requires reading ability. The Language Usage test requires student's to detect errors that apply to formal writing.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> No. The test is intended for educational and vocational guidance. It was designed to meet expressed needs of guidance counselors and consulting psychologists.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> Bias was not detected in this review, but there is no mention of how stereotyping content was handled in the development of the latest edition.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> They are suitable for the target population and are clear. A range of responses is not permitted as test-takers must search for the correct response.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes, the test is a well standardized paper-and-pencil test.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, and 14)

The verbal reasoning test is a measure of ability to understand concepts framed in words. It is aimed at evaluation of the student's ability to abstract or generalize and to think constructively, rather than at simple fluency or vocabulary recognition levels. The test includes fifty analogy form test items like the following:

.....is to water as cat is to.....

A continue ---- drive
B foot ---- enemy
C drink ---- food
D girl ---- industry
E drink ---- enemy

This test is timed for 30 minutes.

The language usage test is intended to measure the student's ability to detect errors in grammar, punctuation, and capitalization. The items reflect principles of present-day formal writing. A sample item is as follows:

Ain't we / going to / the office / next week?
A B C D

The student is to mark A on the answer sheet because this part contains an error. Of the sixty items in this test, forty-five test grammar and word usage.

Type of test _____criterion referenced __X__norm referenced

Normative data: A 165 page manual provides extensive normative, validity and reliability data. Forms S & T were normed on 64,837 students from 76 school districts in 33 states and the District of Columbia.

Validity data (#9 and 10): Thousands of validity coefficients are reported. The largest number of these involve the prediction of grades obtained by students in specific courses. Correlation with other standardized tests is also reported. The tests reviewed cover three of our speaking competencies.

Reliability data (#8): Reliability coefficients corrected by the Spearman-Brown formula range from .93 - .96 for verbal reasoning and from .90 - .94 for language usage.

Related documents and bibliography:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: Verbal reasoning test, items 1-50 test word knowledge but not appropriateness to the situation.
2. Speak loudly enough to be heard by a listener or group of listeners:
3. Speak at rate listener can understand:
4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought: Language usage items 1, 2, 4-15, 17-19, 21-23, 25, 28, 30-36, 38-42, 45, 46, 48-50, 52-54, 56, 57, 59.
6. Organize main idea for presentation:
7. State main ideas clearly:
8. Support main ideas with important details:
9. Demonstrate knowledge of standard English usage: Items 1, 2, 4-15, 17-19, 21-23, 25, 28, 30-36, 38-42, 45, 46, 48-50, 52-54, 56, 57, 59.

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:
11. Speak so listener understands purpose:
12. Ask for and give straightforward information:
13. Describe objects, events, and experiences:
14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
Yes [✓ No]	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes [✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes [✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
1	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
3	(14)		Speaking (Note test item numbers): Selected items on verbal reasoning and language usage tests. See attached checklist.
	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
3	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
2	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
3	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 22
c. Criterion 10 (enter total points for appropriate test

Speaking 3
Listening ______
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #17

(Our criteria # in parentheses)

Title: Essentials of English Tests, Forms A & B

Category: __X__ Speaking _____ Listening

Date of Construction: c.1961

Age Range: Grades 7-12 and college freshmen

Available from: American Guidance Service, Inc.
Publishers Building
Circle Pines, MN 55014

Purpose of Instrument: To diagnose individual strengths and weaknesses in English abilities such as spelling, grammatical usage, word usage, sentence structure and punctuation and capitalization. Only items on grammatical usage, word usage and sentence structure were reviewed.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

No. Considerable reading ability is required. While items occur in a broader context, the context is written expression.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

It goes beyond this to diagnosis of individual strengths and deficiences in the English abilities tested.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

It appears to be.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

They are suitable for our target population and clear. The authors state "...a certain freedom of response is necessary in an English test, if it is to be considered an index of a student's ability in English expression," but responses are scored for correctness.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes. Instructions are standardized and "self contained."

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, and 14)

> Grammatical usage is tested in context. An essay contains 44 italicized critical points. One point occurs in each line and is to be marked right or corrected in the margin. For word usage, 15 sentences are presented, each containing an undesignated critical point. The student is to correct such misuses as "illegible" for "ineligible." The sentence structure section contains 20 items of four sentences each. Each sentence offers four expressions of one idea. The student is to check the one expression in each set which best expresses the idea.

Type of test _____criterion referenced __X__norm referenced

Normative data: Norms are reported in terms of precentile scores by grades based on the performance of 36,480 pupils of grades 7 through 12 in all sections of the country.

Validity data (#9 & 10): The authors claim their best index of validity is that they have confined the contents of the test to essentials upon which there is fairly universal agreement among English authorities. The parts reviewed cover three speaking competencies.

Reliability data (#8): Correlation of score between comparable forms is about .87 to .89.

Related documents and bibliography: For another review see Hook, J. N. Tests on the English Language. In A. H. Grommon (Ed.), Reviews of Selected Published Tests in English. Urbana, IL.: National Council of Teachers of English, 1976.

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: Part III, 15 items

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

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5. Use words in an order that clearly expresses the thought: Part IV, 20 items

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage: Part II, 30 items

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING	CRITERIA
Yes [✓ No]	1. Stimulus materials require respondent to perform as a speaker/listener.
Yes [✓ No]	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes [✓ No]	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
2	(3)	5. Instrument emphasizes application of skills in familiar situations.
1	(3)	6. Instrument allows for optional settings.
1	(3)	7. Instrument allows for a range of responses.
3	(3)	8. Instrument is reliable.
2	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
3	(14)	Speaking (Note test item numbers): Parts II, III, & IV
	(11)	Listening (Note test item numbers):
	(25)	Integrative (Note test item numbers):
3	(3)	11. Administration procedures are detailed and standardized.
2	(3)	12. Instrument is not likely to induce undue stress.
3	(3)	13. Instrument is cost and time effective.
3	(3)	14. Instrument involves simple equipment.
3	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]

b. Criteria 5 through 9 and 11 through 15 (enter total points) 23

c. Criterion 10 (enter total points for appropriate test

Speaking 3

Listening ____

Integrative ____

CHECK ONE: Instrument approval recommended ____

Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #18

(Our criteria # in parentheses)

Title: High School Placement Test, Series 71E*

Category: __X__ Speaking _____ Listening

Date of Construction: 1968

Age Range: Eighth (2nd semester) and ninth (1st semester) grades

Available from: Science Research Associates
155 North Wacker Drive
Chicago, IL 60606

Purpose of Instrument: To assist in placing students in appropriate curriculums, aid in ability grouping, and identify gifted or remedial students. The battery includes tests of Educational Ability (vocabulary and verbal analogy plus arithmetic), Reading-Language Arts Achievement, Arithmetic and Modern Mathematics Achievement, Social Studies Achievement, and Science Methodology.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

No. The test measures usage in the context of writing and is mediated by reading.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

No. The purposes of the test go beyond assessing presence/absence of skills.

Is the instrument free from sexual, cultural, racial or ethnic bias? (#3)

Instrument was not available for review.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

They are suitable age-wise, but the test is scored for right/wrong answers.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

*Primary source was not received in time for review. This review is based on Hook, J. N. Tests on the English Language. In Grommon, A. H. (Ed.). Reviews of selected published tests in English. Urbana, IL.: National Council of Teachers of English, 1976, 94-95.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

> The Reading-Language Arts Achievement Test consists of 85 items taking 50 minutes. The items are designed to test skills in use of the English Language. The student chooses alternatives that represent best grammatical usage and effective expression.

Type of test _____criterion referenced __X__ norm referenced

Normative data:

Validity data (#9 & 10):

Reliability data (#8):

The publisher reports high correlations, averaging about .60 between test scores and course grades in two schools. Other data not available for review.

Related documents and bibliography:

SPEAKING BASIC SKILLS CHECKLIST*

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:
   X

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

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5. Use words in an order that clearly expresses the thought:
   X

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:
   X

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

*Test not available for item analysis.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
Yes [✓ No]	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes [✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
Yes ? No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes [✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
1	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
?	(3)	8.	Instrument is reliable.
?	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
3	(14)		Speaking (Note test item numbers):
	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
3	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
2	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
3	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 16
c. Criterion 10 (enter total points for appropriate test

Speaking 3
Listening ______
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #19

(Our criteria # in parentheses)

Title: Hill Interaction Matrix*

Category: __X__ Speaking _____ Listening

Date of Construction: n.d.

Age Range: H.S. - adult

Available from: William F. Hill
University of Southern California
Los Angeles, CA (abstract in Simon & Boyer (1974)

Purpose of Instrument: Developed as a conceptual framework to study group development, therapist style, and other group variables. The instrument focuses on verbal behavior.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

It focuses on speaking.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

The scales are not suitable for our target population, but are highly detailed and may serve as a model for the construction of a speaking scale.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Requires a good deal of training and skill of the rater.

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*Primary source was not available for review. This review is based on one that appears in Simon, A., and Boyer, E. G. Mirrors for behavior III: An anthology of observation instruments. Wyncote, PA.: Communication Materials Center, 1974.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

> Responses are recorded in a 20 cell matrix as they occur in interaction. A table gives the type and pattern of response for the group being observed. Time is flexible, stress is low. No equipment is necessary. A training film, workbook and annotated bibliography are available from the author.

Type of test __--__criterion referenced __--__norm referenced

Normative data:

Validity data (#9 & 10):

Reliability data (#8):

Related documents and bibliography: Training film, workbook and annotated bibliography available from author.

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

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5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

While none apply directly, they are worth examining for form and detail if one is constructing an instrument that focuses on speaker behavior.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
3	(3)	5.	Instrument emphasizes application of skills in familiar situations.
2	(3)	6.	Instrument allows for optional settings.
2	(3)	7.	Instrument allows for a range of responses.
0	(3)	8.	Instrument is reliable.
0	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
0	(14)		Speaking (Note test item numbers):
	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
2	(3)	11.	Administration procedures are detailed and standardized.
3	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
2	(3)	14.	Instrument involves simple equipment.
0	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 17
c. Criterion 10 (enter total points for appropriate test

Speaking 0
Listening ____
Integrative ____

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #20

(Our criteria # in parentheses)

Title: Hoyum-Sanders Junior High School English Test by Vera D. Hoyum and M. W. Sanders

Category: __X__Speaking _____Listening

Date of Construction: c.1964

Age Range: Grades 7-8

Available from:
Bureau of Educational Measurements
Kansas State Teachers College
Emporia, Kansas

Purpose of Instrument: To measure objectively pupil and class proficiency on the essential mechanics of English, i.e., sentence recognition, capitalization, punctuation, correct usage, and reference materials. Four equivalent forms are available. Only Part 5, grammar and usage, was examined.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

No. The usage items are based on rules of written English, and the test requires much reading skill.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

No. It yields norms.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

The test might be analyzed for sex-role stereotyping.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

They are suitable for the target population, but they allow no range of responses.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes. This instrument is a written test with adequate instructions.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

> Part 5, Grammar and Usage contains two sections of multiple choice items. Section A focuses on usage and requires students to select correct words e.g., sit, sat, set; lay, laid, lain; drink, drank, drunk. Section B requires the student to select correct sentence parts, and to select the reason which correctly explains the word that was selected to complete the sentence.

Type of test _____criterion referenced __X__norm referenced

Normative data: Norms are based on scores made by 50,078 pupils in many representative schools in forty-six different states.

Validity data (#9 & 10): Validity is based on content analysis of eleven sets of recently published textbooks, on pupil responses, on earlier editions of the tests and on criticism from teachers, supervisors and test construction specialists. One of our skills is covered.

Reliability data (#8): For grades 7 and 8, reliabilities, determined by split half method, range from .91 - .93 for the entire test.

Related documents and bibliography: For another review see Hook, J. N. Tests on the English Language. In A. H. Grommon (Ed.), Reviews of selected published tests in English. Urbana, IL.: National Council of Teachers of English, 1976.

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

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5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage: Test IA & IIA, Part 5, items 66-125; Test IB and IIB, Part 5, items 61-115.

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING	CRITERIA
Yes [✓ No]	1. Stimulus materials require respondent to perform as a speaker/listener.
Yes [✓ No]	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
Yes ? No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes [✓ No]	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
0	(3)	5. Instrument emphasizes application of skills in familiar situations.
0	(3)	6. Instrument allows for optional settings.
1	(3)	7. Instrument allows for a range of responses.
3	(3)	8. Instrument is reliable.
2	(3)	9. Instrument demonstrates concurrent validity.
1	(14)	10. Instrument demonstrates content validity. Speaking (Note test item numbers): Test IA + IIA, Part 5, 86-125; Test IB + IIB, Part 5, 61-115
	(11)	Listening (Note test item numbers):
	(25)	Integrative (Note test item numbers):
2	(3)	11. Administration procedures are detailed and standardized.
1	(3)	12. Instrument is not likely to induce undue stress.
3	(3)	13. Instrument is cost and time effective.
3	(3)	14. Instrument involves simple equipment.
3	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]

b. Criteria 5 through 9 and 11 through 15 (enter total points) 18

c. Criterion 10 (enter total points for appropriate test

Speaking 1

Listening ____

Integrative ____

CHECK ONE: Instrument approval recommended ____

Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #21

(Our criteria # in parentheses)

Title: Iowa Tests of Educational Development (ITED), SRA Assessment Survey, Forms X-5 and Y-5*

Category: __X__ Speaking ____ Listening

Date of Construction: 1970

Age Range: Grades 9-12

Available from:
Science Research Associates
155 N. Wacker Drive
Chicago, IL. 60606

Purpose of Instrument: To measure achievement in basic curriculum areas such as reading, language arts, mathematics, social studies, science, and use of sources.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

No. The test treats usage, clarity, effectiveness and conciseness within the context of writing, and considerable reading is required.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

No. This is an achievement test that provides comparative normative data.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Instrument items not available for review.

Are the situations and/or skills in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

The test is scored for correct/incorrect responses.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

*Primary source was not received in time for review. This review is based on Hook, J. N. Tests on the English Language. In Grommon, A. H. (Ed.), Reviews of selected published tests in English. Urbana, IL.: National Council of Teachers of English, 1976, 99-101.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

> The language arts test consists of 54 items on usage. Of these 44 stress word usage, sentence structure, appropriateness of writing, conciseness and clarity, and organization and development. Items are multiple choice and ask the student to choose the response that best expresses the idea considering the situation as a whole.

Type of test _____criterion referenced __X__norm referenced

Normative data:

Validity data (#9 & 10):

Reliability data (#8):

Information not available to this reviewer.

Related documents and bibliography:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: X

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

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5. Use words in an order that clearly expresses the thought: X

6. Organize main idea for presentation: X

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage: X

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
Yes		[✓ No]	1. Stimulus materials require respondent to perform as a speaker/listener.
Yes		[✓ No]	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
Yes	?	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes		[✓ No]	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
2	(3)	5. Instrument emphasizes application of skills in familiar situations.
1	(3)	6. Instrument allows for optional settings.
1	(3)	7. Instrument allows for a range of responses.
?	(3)	8. Instrument is reliable.
?	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
4	(14)	Speaking (Note test item numbers):
	(11)	Listening (Note test item numbers):
	(25)	Integrative (Note test item numbers):
3	(3)	11. Administration procedures are detailed and standardized.
2	(3)	12. Instrument is not likely to induce undue stress.
2	(3)	13. Instrument is cost and time effective.
2	(3)	14. Instrument involves simple equipment.
2	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 15
c. Criterion 10 (enter total points for appropriate test

Speaking 4
Listening ______
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #22

(Our criteria # in parentheses)

Title: McRel Interaction Analysis System

Category: _X_ Speaking ____ Listening

Date of Construction:

Age Range: High School - adult

Available from: Mid-Continent Regional Educational Laboratory, Inc.

Purpose of Instrument: An expansion of the Flanders System designed to identify teacher verbal behaviors which relate to pupil self directed learnings.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

It focuses on types of speaking skill.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

It focuses on the prevalence of types of speaking skill.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, & 15)

Categories provide a great deal of detail in seven categories, but generally are too specific for our purposes.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

A good deal of rater skill and training are required.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

The rater codes verbal behavior as it occurs into one of eight categories. Time is flexible, stress is near normal, and no equipment is necessary.

Type of test _____criterion referenced _____norm referenced

Normative data:

Validity data (#9 and 10):

Reliability data (#8):

Related documents and bibliography:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

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5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

Items and categories relate to these skills. Categories are clearly detailed and well developed.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes] No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes] No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes] No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
3	(3)	5.	Instrument emphasizes application of skills in familiar situations.
2	(3)	6.	Instrument allows for optional settings.
2	(3)	7.	Instrument allows for a range of responses.
0	(3)	8.	Instrument is reliable.
0	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
4	(14)		Speaking (Note test item numbers):
	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
2	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
2	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No

b. Criteria 5 through 9 and 11 through 15 (enter total points) 19

c. Criterion 10 (enter total points for appropriate test

Speaking 4

Listening ____

Integrative ____

CHECK ONE: Instrument approval recommended ____

Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #23

(Our criteria # in parentheses)

Title: Minnesota High School Achievement Examinations: Language Arts, Form GJ Revised

Category: X Speaking _____ Listening

Date of Construction: c. 1976

Age Range: Grades 7-12

Available from:
American Guidance Service, Inc.
Publishers Building
Circle Pines, MN 55014

Purpose of Instrument: To evaluate student achievement in English language arts; specifically, language study skills, spelling, word knowledge, sentence structure, punctuation, kinds of sentences, usage, and capitalization. Only word knowledge, usage, and sentence structure items were reviewed. The classes of items vary from grade to grade. The examiner's manual indicates that the language arts tests reflect attempts to measure functional uses of language rather than the memorization of a body of facts.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> No. This is a paper-and-pencil test that requires reading ability. Also the items are based more on written expression than on oral expression.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> No. Uses of the test include improvement of instruction surveys, curriculum analysis, group diagnosis, individual pupil progress, and educational and vocational guidance.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> It appears to be.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> Yes, they are suitable for the target population, and they are clear. They do not allow a range of responses.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes. The instructions are clear. The test is standardized.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

Testing time for the entire language arts test is one hour for each grade. The test items are typical of written, standardized tests. They tap recognition skills rather than performance skills.

Type of test _____criterion referenced __X__norm referenced

Normative data: Norms were established on the basis of a representative sampling of test scores. For the language arts tests, the number of scores used to establish norms ranged from 2,653 in grade 12, to 4,219 in grade 9.

Validity data (#9 and 10): Content validity is established through use of expert teachers to write items, experimental administration to students, use of additional content experts to evaluate items. An item analysis is also available.

Reliability data (#8): Reliability of information is not reported.

Related documents and bibliography: See Hook, J. N. Tests on the English language. In A. H. Grommon (Ed.), Reviews of selected published tests in English. Urbana, IL.: National Council of Teachers of English, 1976.

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: Grade 7, items 45-61; Grade 8, items 21-35; Grade 9, items 16-27; Grade 12, items 18-32.
2. Speak loudly enough to be heard by a listener or group of listeners:
3. Speak at rate listener can understand:
4. Say words distinctly:

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5. Use words in an order that clearly expresses the thought: Grade 7, items 105-119; Grade 8, items 42-50
6. Organize main idea for presentation:
7. State main ideas clearly:
8. Support main ideas with important details:
9. Demonstrate knowledge of standard English usage: Grade 7, items 82-104; Grade 8, items 90-95; Grade 9, items 52-69; Grade 10, items 1-10 + 41-50; Grade 11, items 1-10 + 36-40; Grade 12, items 81-98.

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:
11. Speak so listener understands purpose:
12. Ask for and give straightforward information:
13. Describe objects, events, and experiences:
14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
Yes	[✓ No]	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes	[✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
1	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
?	(3)	8.	Instrument is reliable.
2	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
3	(14)		Speaking (Note test item numbers): Vary with grade. See attached checklist.
	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
3	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
3	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 19
c. Criterion 10 (enter total points for appropriate test

Speaking 3
Listening ____
Integrative ____

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #24

(Our criteria # in parentheses)

Title: Missouri College English Test, Forms A & B*

Category: __X__Speaking _____Listening

Date of Construction: c. 1965

Age Range: Form A = high school seniors and general college use;
Form B = college and university

Available from: Harcourt, Brace and Jovanovich
Test Department
757 Third Avenue
New York, New York 10017

Purpose of Instrument: This is a 90-item proficiency test concerned with mechanics and effectiveness of written expression. At the senior high school level, the test results can be used to guide students preparing to enter an institution of higher learning.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

No. The relevant items, grammar, are based on written expression. The student must have well developed reading and "editing" skills.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

No. The test provides percentile ranks and stanine scores. Test results can be used for instructional grouping, basic course exemptions, individualized instruction, and curricular and instructional evaluation.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

The date of the test suggests that it might be carefully analyzed for potential bias.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

The test is for an older target group. Test items are clear. Correct responses are required.

*Form A was requested but a specimen set of Form B was sent for review. This review is based on the materials sent for review and on a published review by J. N. Hook. (see related documents).

Are the procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes. The test is standardized.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

Total testing time is forty minutes. Test items require students to spot errors in paragraph context; in punctuation, capitalization, grammar and spelling; to find the best sentence in a group of four; and to arrange scrambled paragraphs in the best possible order. Only the grammar items in Part I are relevent to our speaking skill #9, 15 items in all.

Type of test _____criterion referenced __X__norm referenced

Normative data: The 1964 normative sample included 25,403 college freshmen in 81 colleges and universities located in 42 states.

Validity data (#9 & 10): Substantial content validity and item analysis information is provided in the manual. The adequacy of test items was determined by judgments of college English teachers and through statistical analyses. Only one speaking skill is tapped by this test.

Reliability data (#8): Using split-half reliability coefficients, corrected by the Spearman-Brown Prophecy Formula, reliability is .94 for Form A and .94 for Form B.

Related documents and bibliography: Hook, J. N. Tests on the English language. In A. H. Grommon (Ed.), *Reviews of selected published tests in English*. Urbana, IL.: National Council of Teachers of English, 1976.

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

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5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage: Form B, Part I, items 5, 7, 17, 19, 21, 30, 32, 33, 34, 37, 41, 45, 46, 48, 50, 51.

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
Yes	[✓ No]	1. Stimulus materials require respondent to perform as a speaker/listener.
Yes	[✓ No]	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]?	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
3	(3)	5. Instrument emphasizes application of skills in familiar situations.
1	(3)	6. Instrument allows for optional settings.
1	(3)	7. Instrument allows for a range of responses.
3	(3)	8. Instrument is reliable.
3	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
1	(14)	Speaking (Note test item numbers): Form B, Part I, 5, 7, 17, 19, 21, 30, 33, 34, 37, 41, 45, 46, 48, 50, 51
	(11)	Listening (Note test item numbers):
	(25)	Integrative (Note test item numbers):
3	(3)	11. Administration procedures are detailed and standardized.
2	(3)	12. Instrument is not likely to induce undue stress.
3	(3)	13. Instrument is cost and time effective.
3	(3)	14. Instrument involves simple equipment.
1	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 23
c. Criterion 10 (enter total points for appropriate test

Speaking 1
Listening ______
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #25

(Our criteria # in parentheses)

Title: Resource Process Coding System*

Category: __X__ Speaking ____ Listening

Date of Construction:

Age Range: adult

Available from:

Purpose of Instrument: To record the process of information transfer from one person to another along three dimensions: depriving others, offering to others, seeking others.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Focuses on types of speaking skill to the exclusion of other skills.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

Yes, focuses speaking skills.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

Too advanced for target population, allows for a fairly narrow range of responses.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Requires skill and training of the rater.

*Primary source not available. This review is based on one that appears in Simon, A., and Boyer, E. G. Mirrors for behavior, III: An anthology of observation instruments. Wyncote, PA.: Communication Materials Center, 1974.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

> Procedure consists of a rater observing interaction within or outside the classroom as it occurs naturally. Time required is flexible, little cost, no equipment, and little associated stress.

Type of test: n/a criterion referenced _____ norm referenced

Normative data: n/a

Validity data (#9 & 10): n/a

Reliability data (#8): n/a

Related documents and bibliography:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information: Categories A1, A2, A3, A4, B1, B2, B3, B4 give a clear rating scale for this skill.

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes]	No	1. Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
3	(3)	5. Instrument emphasizes application of skills in familiar situations.
2	(3)	6. Instrument allows for optional settings.
2	(3)	7. Instrument allows for a range of responses.
0	(3)	8. Instrument is reliable.
0	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
1	(14)	Speaking (Note test item numbers): A1--A4, B1--B4
	(11)	Listening (Note test item numbers):
	(25)	Integrative (Note test item numbers):
2	(3)	11. Administration procedures are detailed and standardized.
2	(3)	12. Instrument is not likely to induce undue stress.
2	(3)	13. Instrument is cost and time effective.
2	(3)	14. Instrument involves simple equipment.
1	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 16
c. Criterion 10 (enter total points for appropriate test

Speaking 1
Listening ____
Integrative ____

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #26

(Our criteria # in parentheses)

Title: Smith System - Strategies of Teaching

Category: __X__ Speaking _____ Listening

Date of Construction:

Age Range: adult

Available from: B. Othanel Smith
University of Illinois
Urbana, IL.

Purpose of Instrument: Designed to determine the effects of verbal strategies on teaching methods. The instrument classifies several kinds of verbal "ventures" and records the response.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

It focuses on verbal behavior.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

Examples and situations are generally too complex and tap higher-order skills.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

The complex procedure requires a trained rater.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

Necessary equipment includes audio and videotape. Time is flexible and little stress should be associated with this instrument.

Type of test _____criterion referenced _____norm referenced

Normative data:

Validity data (#9 and 10):

Reliability data (#8):

Related documents and bibliography: Abstracted in Simon and Boyer.

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:
    Category 4

13. Describe objects, events, and experiences:
    Category 7

14. Question other's viewpoint:

Value of instrument comes from clarity of categories and situations. Could be used as an example.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes]	No	1. Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
2	(3)	5. Instrument emphasizes application of skills in familiar situations.
2	(3)	6. Instrument allows for optional settings.
2	(3)	7. Instrument allows for a range of responses.
1	(3)	8. Instrument is reliable.
1	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
2	(14)	Speaking (Note test item numbers): #2, #4
	(11)	Listening (Note test item numbers):
	(25)	Integrative (Note test item numbers):
1	(3)	11. Administration procedures are detailed and standardized.
2	(3)	12. Instrument is not likely to induce undue stress.
1	(3)	13. Instrument is cost and time effective.
0	(3)	14. Instrument involves simple equipment.
1	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 13
c. Criterion 10 (enter total points for appropriate test

Speaking 2
Listening ______
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #27

(Our criteria # in parentheses)

Title: California Achievement Tests, Form A, Levels 2-5

Category: X Speaking ____ Listening

Date of Construction: 1970 Edition

Age Range: Grades 2-12

Available from: CTB/McGraw-Hill
Delmonte Research Park
Monterey, CA 93940

Purpose of Instrument: To measure, evaluate and analyze educational attainment and learning difficulties in reading, mathematics and language. At these levels the language test includes sections on capitalization, punctuation, usage and structure, and spelling. Only the usage and structure sections are reviewed here. The Level 3 "Examiner's Manual" indicates the test is intended to measure performance in the given curriculum areas.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> No. The usage and structure section taps knowledge that is more suitable for written than for spoken English, and the tests require reading ability that is progressively more difficult.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> It goes beyond this to yield data for analysis of learning difficulties.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> The content of the items do not appear to reflect these biases. The standard usage items, of course, do not account for dialect differences in speech.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> They are suitable for the target population and clear, but the items do not allow for a range of responses. Test is scored for correct/incorrect responses.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes. This is a standardized paper-and-pencil test.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

The number of structure and usage items per level is as follows: 26, Level 2; 41, Level 3; 50, Level 4; 54, Level 5. The items cover knowledge of the following: standard usage, complete sentence structure, transformation of sentences, and grammatical elements with sentences. These are tested through true-false, multiple choice and completion items. Time required for this section of the test per level is as follows: Level 2, 6 minutes; Level 3, 11 minutes; Level 4, 14 minutes; Level 5, 14 minutes. Minimal equipment required for each level would be the examiner's manual and a package of thirty-five complete battery test books with cost in the neighborhood of $27 to $32 per level.

Type of test _____criterion referenced __X__norm referenced

Normative data: The test is accompanied by a 104 page technical report that provides extensive normative, validity and reliability data. The standardization sample contains 203,684 students in Grades 1-12 from public and catholic schools in 36 states.

Validity data (#9 & 10): Validity data derive from curriculum analyses, item tryout and selection, item difficulty data and subtest intercorrelations. The test items cover one speaking skill.

Reliability data (#8): Internal consistency, interlevel articulation and interform reliability data are provided. Internal consistency was determined by use of the Kuder-Richardson formula 20. For usage and structure, reliabilities ranged from .63 to .84.

Related documents and bibliography: For other reviews see: Jenkins, W. A. Elementary school language tests. In A. H. Grommon (Ed.), Reviews of selected published tests in English. Urbana, IL.: National Council of Teachers of English, 1976. Hook, J. N. Tests on the English language. In A. H. Grommon (Ed.), Reviews of selected published tests in English. Urbana, IL.: National Council of Teachers of English, 1976.

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage: Usage and structure items 1-25, for Level 2, 1-24 for Level 3, 1-28 for Level 4, 1-29 for Level 5.

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING	CRITERIA
Yes [✓ No]	1. Stimulus materials require respondent to perform as a speaker/listener.
Yes [✓ No]	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes [✓ No]	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
1	(3)	5. Instrument emphasizes application of skills in familiar situations.
0	(3)	6. Instrument allows for optional settings.
1	(3)	7. Instrument allows for a range of responses.
2	(3)	8. Instrument is reliable.
3	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
1	(14)	Speaking (Note test item numbers):
	(11)	Listening (Note test item numbers):
	(25)	Integrative (Note test item numbers):
3	(3)	11. Administration procedures are detailed and standardized.
2	(3)	12. Instrument is not likely to induce undue stress.
3	(3)	13. Instrument is cost and time effective.
2	(3)	14. Instrument involves simple equipment.
3	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]

b. Criteria 5 through 9 and 11 through 15 (enter total points) 20

c. Criterion 10 (enter total points for appropriate test

Speaking 1

Listening ______

Integrative ______

CHECK ONE: Instrument approval recommended ______

Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #28

(Our criteria # in parentheses)

Title: Cognitive Abilities Test: Verbal Battery, Form 3, Primary Levels 1 and 2, Levels A-H, Multi-Level Edition

Category: _X_ Speaking ____ Listening

Date of Construction: c. 1978 (first copyrighted 1954)

Age Range: Primary Levels 1 & 2 = Grades K-3; Levels A-H = Grades 3-12

Available from: Houghton Mifflin Company, Pennington-Hopewell Road
Hopewell, N.J. 08525

Purpose of Instrument: To measure, separately and reliably, work with three basic types of symbols -- verbal, quantitative, and geometric or spatial. The primary levels measure: (1) ability to label or name objects or actions or to identify objects when given their use; (2) ability to identify size, position and quantity; (3) ability to see relationships and to categorize or classify objects; (4) ability to deal with quantitative relationships and concepts. Primary level subtests are: relational concepts, multimental; quantitative concepts; oral vocabulary. Levels A-H include a verbal battery, a quantitative battery and a nonverbal battery. Only the verbal battery is reviewed here; it tests vocabulary, sentence completion, verbal classification and verbal analogies.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> No. The test purports to measure cognitive abilities underlying language and mathematics, rather than the manifestations of language in reading, writing, speaking, and listening.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> No. The test has been constructed to reveal the full range of individual differences and to provide some indication of the kind of instruction individuals need.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> It appears to be. The publishers address this issue in their Preliminary Technical Summary. They claim the test content has been developed to insure its general familiarity to youth and to provide balance of content and situations more familiar to some groups than others.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> They are suitable for the target population and are clear. As with most standardized measures, a range of responses is not permitted.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes. Although the primary level is entirely dependent on the teacher's oral reading.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

On the primary level, the child responds to stimulus questions read orally by marking a picture that answers the question. On levels A-H each of the tests contains the same type of items; finding words that most nearly mean the same as the stimulus word in test one; choosing words that most sensibly complete a stimulus sentence in test two; choosing a word that most nearly fits with a group of words in test three; and completing verbal analogies in test four. Tests are not timed on the primary level, but the oral vocabulary portion takes about 13-15 minutes to administer. The verbal battery on levels A-H is timed to thirty-four minutes. This is a paper-and-pencil test that requires question forms, response sheets, an examiner's manual, etc. Complete price information is available from the publisher; price depends on quanitity and kind of items needed.

Type of test _____criterion referenced __X__norm referenced

Normative data: The test was standardized in 1977 on a sample of 187,408 students in grades 3-12.

Validity data (#9 & 10): Intercorrelations of the subtests range from .66-.75. The verbal score shows the greatest stability over time. Correlations with other variables such as school grades and other tests follow meaningful patterns. The test approaches two of our speaking competencies.

Reliability data (#8): Reliabilities utilize Kuder-Richardson Formula 20 and are in the .93-.94 range for grades 3-12.

Related documents and bibliography: For another review, see Jenkins, W. A. Elementary school language tests. In A. H. Grommon (Ed.), Reviews of selected published tests in English. Urbana, IL.: National Council of Teachers of English, 1976.

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: Primary level 1, test 4, items 1-24. Primary level 2, test 4, items 1-28. Levels A-H, test 1, items 1-60; test 3, items 1-60; test 4, items 1-60
2. Speak loudly enough to be heard by a listener or group of listeners:
3. Speak at rate listener can understand:
4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought: Levels A-H, test 2, items 1-60.
6. Organize main idea for presentation:
7. State main ideas clearly:
8. Support main ideas with important details:
9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:
11. Speak so listener understands purpose:
12. Ask for and give straightforward information:
13. Describe objects, events, and experiences:
14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING	CRITERIA
Yes [✓ No]	1. Stimulus materials require respondent to perform as a speaker/listener. *
Yes [✓ No]	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes [✓ No]	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
1	(3)	5. Instrument emphasizes application of skills in familiar situations.
1	(3)	6. Instrument allows for optional settings.
1	(3)	7. Instrument allows for a range of responses.
3	(3)	8. Instrument is reliable.
3	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
2	(14)	Speaking (Note test item numbers): Primary level 1+2, test 4. Levels A-H, tests 1-4.
	(11)	Listening (Note test item numbers): Following directions is tested indirectly through oral administratio
	(25)	Integrative (Note test item numbers):
3	(3)	11. Administration procedures are detailed and standardized.
2	(3)	12. Instrument is not likely to induce undue stress.
3	(3)	13. Instrument is cost and time effective.
3	(3)	14. Instrument involves simple equipment.
3	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

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*Primary level, yes; levels A-H, no.

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 23
c. Criterion 10 (enter total points for appropriate test

Speaking 2
Listening ____
Integrative ____

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #29

(Our criteria # in parentheses)

Title: Dramatic Acting Test: A Role Playing Test for Children by Patricia Bowers and Perry London*

Category: __X__ Speaking _____ Listening

Date of Construction: 1964

Age Range: Grades K-12

Available from: Order Document #8260 from
Photoduplication Service
Library of Congress
Washington, D. C. 20540

Purpose of Instrument: To measure empathetical skill.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes. The test is clearly aural-oral.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

Yes, the test focuses on the degree of presence of our speaking measure.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Instrument not available for review.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

Yes, they are suitable and clear, and they allow for a range of responses.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Considering this is an observer rating scale instrument, the instructions appear to be sufficiently clear.

*Primary source not available for examination at time of review. This review is based on that which appears in Johnson, O. G., and Bommaritu, J. W. Tests and measurements in child development: A handbook. San Francisco: Jossey-Bass, Inc., 1971, 88-89.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

> Administration time is fifteen minutes. The examiner describes an interpersonal situation to the child and assigns roles to himself/herself and the child. The examiner's lines are standardized, but the child invents his/her own responses. Among the roles for the child are: mother (the examiner plays a child who has broken the lamp); father (the examiner is a child whose teacher has complained to the father regarding school behavior and low grades); friend (the examiner plays a peer who has lost $10); bully (the examiner is a younger child who desires to play ball with the bully's team); teacher (the examiner is a whining "tattle tale" who complains about the behavior of a classmate); and sheriff (the examiner plays the robber). The content of the child's lines is rated on a four point scale; no role adoption, lack of plausible sequence or adequate role adoption, moderately plausible sequence; and satisfactory role adoption. Each line is scored, and the average scores for each role are totaled. The test is administered individually.

Type of test __X__criterion referenced _____norm referenced

Normative data:

Validity data (#9 & 10): The test covers one global skill that, at most, covers four of our skills.

Reliability data (#8): Interscorer product-moment correlations between .80 and .87 were found on a sample of forty children subdivided into equal sex groups at ages 5, 7, 9, and 11. In a subsequent study interscorer reliabilities ranged from .84 to .93 on 21 girls and 21 boys, aged 7-12 years.

Related documents and bibliography:

SPEAKING BASIC SKILLS CHECKLIST*

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: X

2. Speak loudly enough to be heard by a listener or group of listeners: X

3. Speak at rate listener can understand: X

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought: X

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

*The test measures empathic skill.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]		No	1. Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]		No	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
Yes	?	[✓ No]	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]		No	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
3	(3)	5. Instrument emphasizes application of skills in familiar situations.
3	(3)	6. Instrument allows for optional settings.
3	(3)	7. Instrument allows for a range of responses.
3	(3)	8. Instrument is reliable.
?	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
4	(14)	Speaking (Note test item numbers):
	(11)	Listening (Note test item numbers):
	(25)	Integrative (Note test item numbers):
2	(3)	11. Administration procedures are detailed and standardized.
2	(3)	12. Instrument is not likely to induce undue stress.
2	(3)	13. Instrument is cost and time effective.
3	(3)	14. Instrument involves simple equipment.
3	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No ?
b. Criteria 5 through 9 and 11 through 15 (enter total points) 24
c. Criterion 10 (enter total points for appropriate test

Speaking 4
Listening ______
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #30

(Our criteria # in parentheses)

Title: Family Interaction Scales

Category: __X__ Speaking _____ Listening

Date of Construction:

Age Range: Elementary-adult

Available from: Medical Research Institute
Palo Alto, CA
Jules Riskin author

Purpose of Instrument: To study family interaction and to diagnose verbal behavior patterns.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

It focuses on type of talk.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

Scales use examples from a family situation, but for the most part, they are well developed and clear.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Raters must have skill and training.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

Video or audio tape equipment is required. Two raters are needed for analysis. Time is flexible, depending on amount of data desired. There is little associated stress.

Type of test ____criterion referenced ____norm referenced

Normative data:

Validity data (#9 & 10):

Reliability data (#8):

Related documents and bibliography: Abstracted in Simon and Boyer

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:
   Category 2
2. Speak loudly enough to be heard by a listener or group of listeners:
   Category 1
3. Speak at rate listener can understand:
   Category 2
4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:
6. Organize main idea for presentation:
7. State main ideas clearly:
8. Support main ideas with important details:
9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:
11. Speak so listener understands purpose:
12. Ask for and give straightforward information:
13. Describe objects, events, and experiences:
14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes]	No	1. Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
2	(3)	5. Instrument emphasizes application of skills in familiar situations.
2	(3)	6. Instrument allows for optional settings.
2	(3)	7. Instrument allows for a range of responses.
0	(3)	8. Instrument is reliable.
0	(3)	9. Instrument demonstrates concurrent validity.
3	(14)	10. Instrument demonstrates content validity. Speaking (Note test item numbers): #1, #2
	(11)	Listening (Note test item numbers):
	(25)	Integrative (Note test item numbers):
2	(3)	11. Administration procedures are detailed and standardized.
1	(3)	12. Instrument is not likely to induce undue stress.
1	(3)	13. Instrument is cost and time effective.
0	(3)	14. Instrument involves simple equipment.
1	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 11
c. Criterion 10 (enter total points for appropriate test
Speaking 3
Listening ____
Integrative ____

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #31

(Our criteria # in parentheses)

Title: Florida Taxonomy of Cognitive Behavior

Category: __X__ Speaking _____ Listening

Date of Construction:

Age Range:

Available from: Bob Burton Brown
University of Florida
Gainesville, FL

Purpose of Instrument: Instrument provides a framework for observing and recording the cognitive behaviors of teachers and students in the classroom. It assesses knowledge level, translation (paraphrase), application, analysis, synthesis, and evaluation.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes, but the instrument taps cognitive behavior based on Bloom's Taxonomy of Educational Objectives.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

Yes, among other cognitive skills.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

The instrument can be applied to any educational level. It allows for a range of responses.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Training of administrator is required for accurate results.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

Administrator observes and codes behavior as it occurs naturally in the classroom. There is little cost, equipment, or stress associated with the procedure.

Type of test ____criterion referenced ____norm referenced

Normative data: not available

Validity data (#9 & 10): not available

Reliability data (#8): not available

Related documents and bibliography:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation: 6.0045

7. State main ideas clearly: 1.13.14

8. Support main ideas with important details: 3.00.27

9. Demonstrate knowledge of standard English usage: 2.00.18

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information: 1.10.5

13. Describe objects, events, and experiences: 1.10.6

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
3	(3)	5.	Instrument emphasizes application of skills in familiar situations.
3	(3)	6.	Instrument allows for optional settings.
2	(3)	7.	Instrument allows for a range of responses.
0	(3)	8.	Instrument is reliable.
0	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
6	(14)		Speaking (Note test item numbers):
	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
1	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
1	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 18
c. Criterion 10 (enter total points for appropriate test

Speaking 6
Listening ______
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #32

(Our criteria # in parentheses)

Title: Science Research Associates Assessment Survey, Achievement Series, Blue, Green, and Red Levels, Form E*

Category: __X__ Speaking _____ Listening

Date of Construction: © 1971

Age Range: Grades 4-9 for multilevel series; a primary series is also available

Available from: Science Research Associates
155 North Wacker Drive
Chicago, IL 60606

Purpose of Instrument: To survey general academic progress in reading, mathematics, language arts, social studies, use of resources, and science. The language arts usage test includes subtests on capitalization; punctuation; nouns, verbs and pronouns; modifiers and connectors; linguistic analysis and diction. The primary focus here is usage exclusive of capitalization and puntuation.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

No. Usage is stressed in the context of writing. Considerable reading is required.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

No. This is a standardized achievement test that has multiple uses.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Instrument not available for review.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

The test is scored for correct and incorrect responses.

*Primary source was not received for review. This review is based on Jenkins, W. A. Elementary school language tests. In Grommon, A. H. (Ed.), Reviews of selected published tests in English. Urbana, IL.: National Council of Teachers of English, 1976, 67-71.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes. The test is well standardized.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 31 & 14)

There are 35 usage items exclusive of the capitalization and punctuation items. The items measure knowledge -- and to some extent use -- of manner of expression, word and sentence order, and the organization of ideas. But the test is a paper-and-pencil test and measures speed in making choices from among language usage items and accuracy in making the right choice within the context of writing.

Type of test ____ criterion referenced __X__ norm referenced

Normative data:

Validity data (#'s 9 & 10):

Reliability data (#8):

Specific data not available to this reviewer, but the test is accompanied by a 76 page booklet, Using Test Results and a Technical Brief and Multilevel Examiner's Manual. The test covers four of our skills.

Related documents and bibliography:

SPEAKING BASIC SKILLS CHECKLIST *

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: X

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought: X

6. Organize main idea for presentation: X

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage: X

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

*Primary source not available for review.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
Yes [✓ No]	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes [✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
Yes ? No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes [✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
1	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
?	(3)	8.	Instrument is reliable.
?	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
4	(14)		Speaking (Note test item numbers):
	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
3	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
2	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 16
c. Criterion 10 (enter total points for appropriate test
Speaking 4
Listening ____
Integrative ____

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #33

(Our criteria # in parentheses)

Title: Test of Ability to Explain by Enoch I. Sawin

Category: _X_ Speaking ____ Listening

Date of Construction: 1969

Age Range: 6th graders and up

Available from: ERIC Document # ED 040106

Purpose of Instrument: To assess abilities involved in explaining behaviors; to assess ability to recognize reasons for events; to identify relevant elements and relationships among the elements and relevant generalizations.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

No. The instrument assesses ability to explain indirectly, i.e., through a multiple choice test that requires reading ability.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

No. The instrument is not diagnostic of problems related to speaking and listening, but neither does it determine the presence/absence of speaking or listening skill.

Is the instrument free from sexual, cultural, racial or ethnic bias? (#3)

It appears to be.

Are the situations and/or foils in the instrument suitable for the target population clearly understandable, and allow for an acceptable range or responses? (#'s 5, 6, 7, and 15)

Yes, they are suitable for 6th grade and up, and the items are clear; but a range of responses is not allowed. Test is scored on the basis of correct responses.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes. This is a written test with ample instructions for scoring, and interpreting the results.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

> This is a 39 item multiple-choice paper-and-pencil test that takes about one fifty minute period. Students are presented with two sets of facts and then asked questions about the relationship of these facts. The test is preceded by nine practice items. The test is a criterion measure in the Taba Curriculum Development Project in Social Studies.

Type of test __X__ criterion referenced _____ norm referenced

Normative data: The test was normed on 600 6th grade students. The test yields a total score and three part scores as follows: (1) Recognition of Events Connected by Causality; (2) Recognition of Principles that Explain Events and (3) Application of Principles that Explain Cause-and-Effect Relations. The intercorrelations among the part scores ranged from .24 to .42. Correlations between individual part scores and the total score ranged from .62 to .81.

Validity data (#9 & 10): Validity was checked by (1) correlating scores with scores on a separate essay test; (2) orally administering the test to students; (3) cluster analyses; (4) correlating scores with teacher ratings. Four of our skills are covered.

Reliability data (#8): Reliability estimates (using the Kuder-Richardson formula 20) ranged from .71 for pretest results and .76 for posttest results. Pretest and posttest correlations for the three part scores and the total score were .45, .62, .36 and .68.

Related documents and bibliography: Wallen, N. E., Durkin, M. C., Fraenkel, J. R., McNaughton, A. H., and Sawin, E. I. The Taba curriculum development project in social studies. Final Report, Project No. 5-1314, Grant No. OE-6-10-182, U. S. Department of Health, Education and Welfare. San Francisco: San Francisco State College, 1969.

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly: X

8. Support main ideas with important details: X

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information: X

13. Describe objects, events, and experiences:

14. Question other's viewpoint: X

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
Yes [✓ No]	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes [✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes [✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
1	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
2	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
4	(14)		Speaking (Note test item numbers):
	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
3	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
2	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 21
c. Criterion 10 (enter total points for appropriate test

Speaking 4
Listening ____
Integrative ____

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #34

(Our criteria # in parentheses)

Title: Tests of Adult Basic Education: Language Expression, Levels M & D

Category: _X_ Speaking ____ Listening

Date of Construction: 1976 Edition; adapted from 1970 edition of California Achievement Tests (CAT-70)

Age Range: Form M = grades 4.5-6.9; Form D = grades 6.5-8.9

Available from:
CTB/McGraw-Hill
DelMonte Research Park
Monterey, CA 93940

Purpose of Instrument: To measure understanding and application of conventions and principles in reading, mathematics and language. The language test measures capitalization, punctuation, spelling, and expression. The language expression section measures student understanding of standard usage of words and the construction of sentences. Only the language expression section was reviewed.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (3's 1 and 2)

No. The test measures basic language skills in the context of writing and is mediated by ability to read.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

No. This is an achievement test that can be used for diagnostic purposes.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Test developers indicate that the tests were reviewed by members of minority groups and that suggestions of reviewers were incorporated in the editing of the final manuscript.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

They are suitable for the target population and are clear. A range of responses is not permitted.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes. This is a standardized paper-and-pencil test.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

The language expression section contains 28-29 true-false items that call for recognition of standard and non-standard English and for recognition of complete and incomplete sentences. This section requires ten minutes. Required equipment includes: student test books, answer sheet, examiner's manual.

Type of test _____criterion referenced __X__norm referenced

Normative data:

Validity data (#9 & 10):

Reliability data (#8):

Extensive normative data are provided for converting raw scores to grade equivalents and scale scores. The specimen review packet did not contain information on validity and reliability. The test covers two speaking competencies.

Related documents and bibliography:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought: Level M, Section 9, items 25-29

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage: Level M, Section 9, items 1-24. Level D, Section 8, items 1-28.

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
Yes [✓ No]	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes [✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes [✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
1	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
?	(3)	8.	Instrument is reliable.
?	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
2	(14)		Speaking (Note test item numbers):
	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
3	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
3	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 17
c. Criterion 10 (enter total points for appropriate test

Speaking 2
Listening ____
Integrative ____

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #35

(Our criteria # in parentheses)

Title: Cooperative Primary Tests: Listening, Forms 12A and 23A

Category: ____Speaking __X__Listening

Date of Construction: c. 1967

Age Range: End of grade 1 through grade 3

Available from: Addison-Wesley Testing Service
Reading, MA 01867

Purpose of Instrument: To measure attainment of major educational objectives in listening, word analyses, mathematics, reading, and writing skills. This review emphasizes the listening test.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

For the most part yes. Responses are keyed to selection of pictures which correctly depict the answer. One qualification to this judgment is that listening comprehension is tested in terms of association and of illustration. For example, a child might show comprehension of the word pierce by selecting a picture of a needle (association) or of the word monument (illustration). Thus, the ability to associate is also tested.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

No. This is a standardized test with national norms, but the administrator's handbook indicates how the test can be useful for making judgments about local curricula.

Is the content of the instrument free of sexual, cultural, racial or ethnic bias? (#3)

It appears to be.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

They are suitable for the primary grade population, and they are clear. The test is scored on the basis of correct responses.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes, however the stimulus materials incorporate oral reading by the classroom teacher. A case for this approach over the use of audio tapes is discussed in the accompanying "Handbook."

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

> The test is untimed but takes about 35 minutes to administer. The test measures comprehension, recall, interpretation, evaluation, and inference skills. Stimulus materials are concrete and abstract words, sentences and expository, narrative and poetic passages. Students respond by selecting one of three pictures that best answers the question.

Type of test _____criterion referenced __X__norm referenced

Normative data: Norms for the test were established in the 1965-66 school year. They are based on large representative samples of public-school students at the appropriate grade levels.

Validity data (#9 & 10): Content validity was established by entrusting test construction to persons well qualified to judge the relationship of test content to teaching objectives. Test construction is described in detail in the Handbook. The listening test covers six of our competencies.

Reliability data (#8): Two types of reliability estimates are presented: internal consistency coefficients, based on the norms samples (.79 - .83 for listening), and product-moment correlation coefficients between scores on alternate forms based on samples used in equating alternate forms (.75 - .82 for listening).

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: Form 12A = 1-15, 16-25. Form 23A = 1-10, 11-20

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: Form 12A = 1-15, 16-25. Form 23A = 1-10, 11-20.

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences: Form 12A = 26-31, 33, 38-41, 43, 46-48. Form 23A = 21-25, 28-30, 34-36, 40, 42, 44.

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions: Form 12A = 35, 36, 29, 30, 42, 44, 45, 49, 50. Form 23A=26, 27, 33, 39, 41, 43, 45, 47, 48, 49.

10. Recognize when words and phrases are used to convince or persuade: Form 23A = 50.

11. Follow straightforward directions: Form12A = 32, 34, 37. Form 23A= 31, 32, 37, 38, 46.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
2	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers):
6	(11)		Listening (Note test item numbers): See checklist for specific items.
	(25)		Integrative (Note test item numbers):
3	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
2	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 23
c. Criterion 10 (enter total points for appropriate test

Speaking ______
Listening 6
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #36

(Our criteria # in parentheses)

Title: Durrell-Sullivan Reading Capacity and Achievement Tests

Category: _____Speaking __X__Listening (and Reading)

Age Range: Primary Reading Capacity Test = Grades 2.5-4.5; Intermediate Reading Capacity Test = Grades 3-6; Intermediate Reading Achievement Test = Grades 3-6. An Advanced Capacity and Achievement Test is available for Grades 7-9, but is not included in this review.

Available from: Harcourt, Brace and Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Purpose of Instrument: To discover reading disabilities which are not due to lack of mental ability, and to provide an analysis of the remedial needs of children who have slight and severe difficulties in reading. The fundamental assumption of this test series is that serious reading disabilities can be discovered by revealing discrepancies between the child's understanding of spoken language and his/her understanding of the printed word. The Reading Capacity portions of this test assess comprehension of spoken language; hence the reason for including it in this instrument review. Subtests of the series are: Reading Capacity (Hearing Comprehension), Test 1 = Word Meaning, Test 2 = Paragraph Meaning. Reading Achievement, Test 1 = Word Meaning, Test 2 = Paragraph Meaning, Test 3 = Spelling, Test 4 = Written Recall. The Reading Capacity Tests are the main focus of this review.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes, in that the student does not need reading ability to respond to test items in the capacity sections and in that the capacity test yields separate scores from the achievement test. But the basic assumption of this test battery interrelates comprehension of spoken and written language. So listening skills are not altogether distinguished from reading capacity and achievement.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

No. It focuses on hearing comprehension as one diagnostic measure of reading capacity and achievement.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes, as far as this reviewercould determine. The test was developed in the 30's and might require a more precise content analysis.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

The interest factor of the stories for today's children and youth needs to be verified. Questions are clear. Range of responses is limited as this is a standardized test that is scored on the basis of correct responses.

Are the procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Instructions are detailed. Students do respond to written passages that are read aloud by the teacher, so variations can occur through the teacher's oral reading.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

The test includes response form, class record, scoring key, directions for administering and scoring and technical manual. Cost is unknown to the reviewer. Time required for the capacity test ranges from about 10 minutes on the primary level to 30-40 minutes on the intermediate level. After listening to a brief passage read by the teacher, the student selects pictures in the test booklet that depict the correct answer to questions asked aloud by the teacher. In the word meaning section, the student essentially associates words with pictures that depict the correct word meaning. In the paragraph meaning section, the student selects pictures that most closely depict the correct answer to questions based on a story read aloud by the teacher. Stress factors would approximate those of other standardized tests.

Type of test _____criterion referenced __X__norm referenced

Normative data: Extensive data on age and grade norms are based on thousands of cases in various states and communities.

Validity data (#9 & 10): Extensive data on choice of words and paragraphs are provided. The test matches five of our listening competencies.

Reliability data (#8): Based on the Spearman-Brown formula, reliability of the capacity test is .898 for primary level and .95 for the intermediate level.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: Test 1, 60-70 items (word meaning test) primary level and intermediate level.

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: Test 1, 60-70 items (word) meaning test primary level and intermediate level.

4. Identify and understand main ideas: Test 2, 40-60 items (paragraph meaning test) primary and intermediate levels.

5. Associate important details with main ideas: Test 2, 40-60 items (paragraph meaning test) primary and intermediate levels.

6. Understand description of events and experiences: Test 2, 40-60 items (paragraph meaning test) primary and intermediate levels.

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes]	No	1. Stimulus materials require respondent to perform as a speaker/listener.
Yes	[✓ No]	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] ?	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
1	(3)	5. Instrument emphasizes application of skills in familiar situations.
1	(3)	6. Instrument allows for optional settings.
1	(3)	7. Instrument allows for a range of responses.
3	(3)	8. Instrument is reliable.
3	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
	(14)	Speaking (Note test item numbers):
5	(11)	Listening (Note test item numbers): Test 1 (word meaning & Test 2 (paragraph meaning)
	(25)	Integrative (Note test item numbers):
2	(3)	11. Administration procedures are detailed and standardized.
2	(3)	12. Instrument is not likely to induce undue stress.
3	(3)	13. Instrument is cost and time effective.
3	(3)	14. Instrument involves simple equipment.
2	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 21
c. Criterion 10 (enter total points for appropriate test

Speaking ______
Listening 5
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #37

(Our criteria # in parentheses)

Title: Flowers Auditory Test of Selective Attention(FATSA Test), Experimental Edition, by Arthur Flowers*

Category: _____Speaking __X__Listening

Date of Construction: 1972

Age Range: Grades 1-6

Available from: Perceptual Learning Systems
P. O. Box 864
Dearborn, MI 48121

Purpose of Instrument: To identify basic auditory perceptual deficits in young children -- deficits in selective auditory attention, auditory attention span, auditory vigilance, auditory watchkeeping, and specific verbal signal monitoring.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> Yes, it distinguishes listening from reading and writing skills; but the constructs it purports to test -- auditory vigilance and auditory watchkeeping skills -- are ill-defined.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> No. The test focuses on a narrow range of listening skills, with a view to identifying deficits that can then be remediated.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> They are suitable for young children, but subjects should be given a hearing screening test before the FATSA. Each item is scored as correct or incorrect.

Are procedural instructions detailed enough so that students responses are not dependent upon administrator skills in administering the instrument? (#11)

> The test is experimental and therefore requires refinement for administration. Procedures for administering the test are sometimes equivocal.

*Primary source not available for review. This review is based on those that appear in Buros, O. K. (Ed.) The eighth mental measurements yearbook (2 vols.). Highland Park, NJ: Gryphon Press, 1978, 1454-1455.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

The test requires the listener to mark the pictures named in an audio tape. The task is to mark only those pictures that are preceded by the key word "George," (something like "Simon Says"). The test includes two practice and 32 test items. The rate at which the stimuli are presented is variable, and some stimuli are superimposed upon background noise. The test requires a reel-to-reel or cassette recorder. Cost for tape, set of 12 test booklets, and manual is $39.50. This is a group test ideally administered in a 30 minute period to groups of 12 children.

Type of test _____criterion referenced _____norm referenced

Normative data: The only grade norms presented are for mentally retarded children (11 to 25 per grade) and for 60 first grade children having learning problems.

Validity data (#9 and 10): The test has face validity for certain auditory skills -- auditory attention span, auditory memory, but the concepts of "auditory vigilance" and auditory "watchkeeping" are not operationally defined. The test taps only one of our listening skills.

Reliability data (#8): Kuder-Richardson 20 reliabilities, based on unspecified numbers of children, are reported for grades 1 and 2 combined (.69), and for grades 2 and 3 combined (.82). There are no reliability data for grades 4-6.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: 32 items

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas:

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA	
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
Yes ?	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
2	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
1	(3)	8.	Instrument is reliable.
1	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers):
1	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
1	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
2	(3)	13.	Instrument is cost and time effective.
2	(3)	14.	Instrument involves simple equipment.
2	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]

b. Criteria 5 through 9 and 11 through 15 (enter total points) 14

c. Criterion 10 (enter total points for appropriate test

Speaking ______

Listening 1

Integrative ______

CHECK ONE: Instrument approval recommended ______

Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #38

(Our criteria # in parentheses)

Title: Murphy-Durrell Reading Readiness Analysis

Category: _____Speaking _X_ Listening (and Reading)

Date of Construction: originally published in 1949; this is a 1965 revision

Age Range: School entrance

Available from: Harcourt, Brace, Jovanovich
757 Third Avenue
New York, New York 10017

Purpose of Instrument: To provide an inventory of phoneme perception, familiarity of names of capital and lower case letters, and learning rate for sight words. Subtests included in the Analysis are: Phonemes Test, Letter Names Test, Learning Rate Test. Only the first of these tests are relevant to our competencies. The following sounds are tested mostly in their initial position in words with a few sounds in the final position (the latter are underlined) s, b, k, t, p, m, f, h, d, r, l, g, w, n, j, v, sh, ch, th (voiceless)

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> Yes, in that the test yields a separate score for phoneme perception. No, in that phoneme perception is conceptually interrelated to reading readiness in this test.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> No. It assesses phoneme perception as one diagnostic variable for determining reading readiness.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> Material is not suitable for our 8th grade population, but is suitable for kindergarten and first grade children. Stimulus materials are clear. A range of responses is not permitted as scores are based on correct responses.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Instructions are detailed, but stimulus materials are dependent on classroom teachers' ability to present them orally.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

The test is untimed. Equipment includes manual of directions, scoring directions, and flash cards and class record. Cost is unknown by the reviewer. The teacher says words which are pictured on response forms and calls attention to the sound being tested. The student marks pictures that begin (or end) with the given sound.

Type of test _____criterion referenced __X__norm referenced

Normative data: Extensive norms and statistical data reflect performance of first grade children tested in early fall of 1964.

Validity data (#9 & 10): Correlation data between this and other tests are provided, e.g., .80 with Metropolitan Readiness Test, .64 with Pintner Cunningham Primary Test and .65 with Stanford Achievement: Primary I Test. The test covers only one listening skill.

Reliability data (#8): Reliability of phoneme perception test (using Spearman-Brown Prophecy Formula) is .94.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: Phonemes Test (24 items) emphasizes recognition of initial and final consonant sounds in words.

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas:

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes	[✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
1	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
	(14)	10.	Instrument demonstrates content validity. Speaking (Note test item numbers):
1	(11)		Listening (Note test item numbers): Phonemes test, 24 items.
	(25)		Integrative (Note test item numbers):
2	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
1	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 20
c. Criterion 10 (enter total points for appropriate test

Speaking ______
Listening 1
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #39

(Our criteria # in parentheses)

Title: Test for Auditory Comprehension of Language

Category: _____Speaking __X__Listening

Date of Construction: 1973

Age Range: 2 years, 10 months to seven years, nine months

Available from: Learning Concepts
2501 North Lamar
Austin, TX 78705

Purpose of Instrument: Instrument assesses listening skills in young children in comprehending words, morphology, grammar, and syntax.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

Yes, although instrument also claims to be diagnostic.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 14)

This instrument is not suitable for target population. The instrument allows for only one correct response for each of the 123 items.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Administrator needs to be highly skilled.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 11, 12, & 14)

Administrator gives the test to one child at a time by orally presenting stimulus items and having the child point out responses on a series of plates. The stress factor is normal for this type of instrument.

Type of test ____criterion referenced __X__norm referenced

Normative data:

Validity data (#9): Validity is argued for successfully. The test covers two of our listening skills.

Reliability data (#8): The test-retest reliability is reported between .77 and .93.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: The entire test assesses this skill.

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: Entire test.

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
2	(3)	5.	Instrument emphasizes application of skills in familiar situations.
2	(3)	6.	Instrument allows for optional settings.
0	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers):
2	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
2	(3)	11.	Administration procedures are detailed and standardized.
1	(3)	12.	Instrument is not likely to induce undue stress.
1	(3)	13.	Instrument is cost and time effective.
2	(3)	14.	Instrument involves simple equipment.
0	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 16
c. Criterion 10 (enter total points for appropriate test

Speaking ____
Listening 2
Integrative ____

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended x

INSTRUMENT ABSTRACT FORM #40

(Our criteria # in parentheses)

Title: Test of Listening Comprehension by Nancy K. Wallner*

Category: _____Speaking __X__Listening

Date of Construction: 1972-1974

Age Range: Kindergarten and beginning first grade

Available from: Nancy K. Wallner
Post Office Drawer CT
Mississippi State, Mississippi 39762

Purpose of Instrument: To assess listening comprehension ability prior to the start of formal reading instruction, so that intervention can be initiated before deficiencies in listening are compounded into reading disabilities.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes. No reading skills are required.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

Yes.

Is the instrument free from sexual, cultural, racial or ethnic bias? (#3)

Statistics on validity and reliability remain consistent with testing of midwestern kindergartners, poor black first graders, affluent white first graders and southern first grade pupils.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

Instrument is suitable for the age range cited above. Responses are scored as correct or incorrect.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Not available for review.

*Primary source not available. This review is based on that which appears in Johnson, O. G. Tests and measurements in child development: Handbook II. Vol. 1. San Francisco: Jossey-Bass, Inc., 1976, 197-198.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

Instrument consists of 84 items that presumably measure auditory comprehension of literal and inferential meanings. Two forms are available. Pupils, separated from each other by screens, receive directions, story passages, questions, and response choices by listening to audio tapes through individual headsets. They mark their responses in a picture answer booklet. Testing time takes 45 minutes.

Type of test _____criterion referenced _____norm referenced

Normative data:

Validity data (#9 & 10): Each form purports to have content validity established by a panel of three evaluators. Predictive validity ranges from .68 with the Stanford Achievement Test to .76 with the Metropolitan Achievement Test. Concurrent validity with the Metropolitan Readiness Tests has been established at .74. Analysis of factorial validity indicates one significant factor.

Reliability data (#8): Internal reliability for Forms A and B = .95. Alternate form reliability = .89.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST*

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker:

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas:

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

*Instrument not available for item analysis.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA	
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
2	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers):
?	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
?	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
2	(3)	13.	Instrument is cost and time effective.
1	(3)	14.	Instrument involves simple equipment.
2	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 17
c. Criterion 10 (enter total points for appropriate test

Speaking ______
Listening ?
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #41

(Our criteria # in parentheses)

Title: Tests of Basic Experiences, Second Edition (TOBE 2): Language, Levels K and L

Category: _____Speaking __X__Listening

Date of Construction: TOBE was first published in 1970; standardization of TOBE was taking place during the 1977-78 school year.

Age Range: Level K = preschool and kindergarten students; Level L = kindergarten and first grade.

Available from: CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

Purpose of Instrument: To identify and measure differences in cognitive development among children entering the formal educational environment. The tests measure language, social studies, science and mathematics. The language test measures vocabulary, sentence structure, verb tense, sound-symbol relationships, and letter recognition.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> No. The language test is an integrated test that measures basic skills such as vocabulary and sentence structure along with letter and sound recognition.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> No. It's purpose is to provide an early assessment of differences among children's experiences.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> One of the new features of TOBE 2 is that cultural bias has presumably been reduced.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> They are suitable for a young population and they are clear. Correct responses are scored.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

> Procedures are standardized, but the test is given orally by the classroom teacher.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

The test consists of 26 items. Students are not timed, but approximately 25 minutes are needed to administer the test. For all items children fill in a response circle under one of four pictures that correctly depicts the response to the question read aloud by the teacher.

Type of test ____criterion referenced __X__norm referenced

Normative data:

Validity data (#9 & 10):

Reliability data (#8):

The review specimen set indicated a standardization program was taking place on a population of 16,000 students. Other normative, validity and reliability data were not available. The language test taps three listening skills.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: Level K, items 1a, 2a, 4b, 5a, 6a, 7a, 8a, 13a. Level L, items 2a, 4b, 6a, 7a, 9a, 9b, 10a, 12a, 12b, 13a
2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: Level K, items 1a, 2a, 4b, 5a, 6a, 7a, 8a, 13a. Level L, items 2a, 4b, 6a, 7a, 9a, 9b, 10a, 12a, 12b, 13a.
4. Identify and understand main ideas:
5. Associate important details with main ideas: Level K, items 3a, 11a, 12a. Level L, items 3a, 5a, 7b, 11b, 13a.
6. Understand description of events and experiences:
7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:
9. Summarize information and draw conclusions:
10. Recognize when words and phrases are used to convince or persuade:
11. Follow straightforward directions:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING	CRITERIA
Yes [✓ No]	1. Stimulus materials require respondent to perform as a speaker/listener.
Yes [✓ No]	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes [✓ No]	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
2	(3)	5. Instrument emphasizes application of skills in familiar situations.
1	(3)	6. Instrument allows for optional settings.
1	(3)	7. Instrument allows for a range of responses.
?	(3)	8. Instrument is reliable.
?	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
	(14)	Speaking (Note test item numbers):
3	(11)	Listening (Note test item numbers): See listening checklist. Numerous items cover 3skills.
	(25)	Integrative (Note test item numbers):
2	(3)	11. Administration procedures are detailed and standardized.
2	(3)	12. Instrument is not likely to induce undue stress.
3	(3)	13. Instrument is cost and time effective.
3	(3)	14. Instrument involves simple equipment.
2	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 16
c. Criterion 10 (enter total points for appropriate test

Speaking ______
Listening 3
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #42

(Our criteria # in parentheses)

Title: Brown-Carlsen Listening Comprehension Test

Category: _____Speaking _X__Listening

Date of Construction: 1955

Age Range: 13-18

Available from: Harcourt, Brace, Jovanovich
757 Third Avenue
New York, New York 10017

Purpose of Instrument: Instrument is designed to assess listening comprehension. Subscales include immediate recall, following directions, recognizing transitions, recognizing word meanings, and lecture comprehension.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> No, math ability is required in Part B. Also verbal ability is required in Part D.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> No.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> Generally so.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 14)

> Generally understandable. A range of responses is not permitted. Foils are minimally acceptable for our target population.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

> Administrator needs to be highly skilled.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 11, 12, & 14)

No special equipment is needed. Time required is 50 minutes. Stress is comparable with other standardized tests. The administrator reads test materials aloud. Students respond on an answer sheet.

Type of test _____criterion referenced __X__norm referenced

Normative data: Extensive normative data are provided.

Validity data (#9 & 10): The range is .37 - .50. Seven of our skills are covered.

Reliability data (#8): Mostly intra-test reliability is reported, but scores are generally good.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: All parts

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: Part A, Part D

4. Identify and understand main ideas: Part E

5. Associate important details with main ideas: Part E

6. Understand description of events and experiences:

7. Understand speaker's purpose: Part E

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions: Part E

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions: Part B

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes	[✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
2	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
2	(3)	8.	Instrument is reliable.
2	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers):
7	(11)		Listening (Note test item numbers): Part A, B, D, E
	(25)		Integrative (Note test item numbers):
3	(3)	11.	Administration procedures are detailed and standardized.
1	(3)	12.	Instrument is not likely to induce undue stress.
2	(3)	13.	Instrument is cost and time effective.
2	(3)	14.	Instrument involves simple equipment.
1	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 17
c. Criterion 10 (enter total points for appropriate test

Speaking ________

Listening 7

Integrative ________

CHECK ONE: Instrument approval recommended ________
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #43

(Our criteria # in parentheses)

Title: Cloze Listening Test

Category: _____Speaking __X__Listening

Date of Construction: 1965; copyright 1967

Age Range: Secondary school students

Available from:
Dr. John S. Bowdidge
2017 S. Oak Grove Avenue
Springfield, MO 65804

Purpose of Instrument: To measure recall of specific information, ability to grasp the thought of a passage as a whole, and ability to apply various contextual clues while listening to a passage of aural communication. Also to measure ability to apply the limited number of contrastive units which identify word patterns and the grammatical structures of English as spoken in the United States.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> Yes, for the most part. Students must write single word responses on a test response form. This reviewer questions the extent to which this test distinguishes between auditory memory and other listening skills.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> Yes. The test is not primarily a diagnostic measure.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> Yes. Content of one form occurs in Lisbon, Portugal and of another form in Waco, Texas, but each form appears to be as free of bias as possible.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> Instrument is suitable for target population and is clear, but a range of responses is not permitted. As is the case with cloze tests, student's must respond with correct word choice.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

> Yes. Stimulus materials are on audio reel-to-reel tape.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

Equipment includes a reel-to-reel tape, a test manual, and a master set of response forms for each of two test forms -- Form Lisbon and Form Waco. Total cost is $25.00. Testing time runs approximately 20 minutes. Following a story students are instructed to write on response forms words that are deleted and represented by the sounding of a chime.

Type of test _____criterion referenced __X__norm referenced

Normative data: Test was normed on 636 subjects. With a possible score of 68, means ranged from 21.64 to 35.22.

Validity data (#9 & 10): Validity is claimed through the judgment of ten curriculum specialists that the test measures what it purports to. (See purposes above). For 10% subjects, correlation with Brown-Carlson Listening Comprehension Test (Form AM, Part E--Lecture Comprehension) was .72. With 46 subjects, correlation with Terman-McNemar Test of Mental Ability (Form C) was .79. This instrument matches five of our listening specifications.

Reliability data (#8): Using the Kuder-Richardson formula 20, reliability ranged in 10 test runs from .83 to .96.

Related documents and bibliography: Bowdidge, J. S. The influence of tape-recorded listening lessons and listening motivation bulletins upon the listening ability of high school students. Unpublished doctoral dissertation, University of Missouri-Kansas City, 1967.

Bowdidge, J. S. Cloze listening test (form Losbon and form Waco). Springfield, MO.: Drury College, 1974. (ERIC Document Reproduction Service No. ED 091761)

Taylor, W. L. Cloze readability scores as indices of individual differences in comprehension and attitude. Journal of Applied Psychology, 1957, 41 (1), 19-26.

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: X

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: X

4. Identify and understand main ideas: X

5. Associate important details with main ideas: X

6. Understand description of events and experiences: X

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

NOTE: Review test does not permit item by item analysis.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
1	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
2	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
______	(14)		Speaking (Note test item numbers):
5	(11)		Listening (Note test item numbers): Item analysis not possible. The test matches five of our skills.
______	(25)		Integrative (Note test item numbers):
3	(3)	11.	Administration procedures are detailed and standardized.
1	(3)	12.	Instrument is not likely to induce undue stress.
2	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
1	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 18
c. Criterion 10 (enter total points for appropriate test

Speaking ____
Listening 5
Integrative ____

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #44

(Our criteria # in parentheses)

Title: Effective Listening -- pretest and posttest

Category: _____Speaking __X__Listening

Date of Construction: c. copyright 1963, 1965, 1970

Age Range: High school and up

Available from: Xerox Learning Systems
600 Madison Avenue
New York, New York 10022

Purpose of Instrument: Accompanies three records and response booklets designed to teach understanding and retention of spoken information in a 3-hour training program.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Responses are to be written in Listener's Response Book or given orally.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

It stresses organizing statements into main points and supporting reasons and separating advantages from disadvantages.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Some speakers use unusual accents and dialects.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

Records recreate dozens of actual listening environments as faithfully as possible.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Instructions are on the record. This reduces variation by individual administrators.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 11, 12, and 14)

Phonograph required.

Type of test __X__ criterion referenced _____ norm referenced

Normative data:

Validity data (#9 & 10):

Reliability data (#8):

No data are presented on the tests. Six of our competencies are covered.

Related documents and bibliography: This program is used by more than 1,500,000 in 700 companies and over 1,000 colleges and universities.

While the pretest and posttest are designed for use with the training program, the material could easily be adapted for use with our target population.

LISTENING BASIC SKILLS CHECKLIST*

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: X

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: X

4. Identify and understand main ideas: X

5. Associate important details with main ideas: X

6. Understand description of events and experiences: X

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions: X

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

*An item-by-item breakdown was not possible.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes] *	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] **	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
2	(3)	5.	Instrument emphasizes application of skills in familiar situations.
2	(3)	6.	Instrument allows for optional settings.
2	(3)	7.	Instrument allows for a range of responses.
0	(3)	8.	Instrument is reliable.
0	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers):
6	(11)		Listening (Note test item numbers): item notation not possible; see attached checklist for skills covered
	(25)		Integrative (Note test item numbers):
3	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
1	(3)	13.	Instrument is cost and time effective.
2	(3)	14.	Instrument involves simple equipment.
1	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

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*In that responses can be oral

**Except as noted in that some stimulus material is in dialect

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 15
c. Criterion 10 (enter total points for appropriate test

Speaking ______
Listening 6
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X *

*Effective Listening represents a good model and could probably be adapted to our needs.

INSTRUMENT ABSTRACT FORM #45

(Our criteria # in parentheses)

Title: Giving and Taking Directions

Category: _____Speaking __X__Listening

Date of Construction: 1972

Age Range: Secondary, 7-12 grades

Available from: Carol K. Sigelman
Research and Training Center in Mental Retardation
Texas Technological University
Box 4510
Lubbock, Texas 79409

Purpose of Instrument: To determine the kinds of communication barriers that arise when high school students of divergent cultural backgrounds give and follow directions on maps; to determine how black and white middle SES listeners evaluate members of their own and other cultural groups as communicators and as persons; to examine relationships between communication barriers and evaluative reactions to speech.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> Yes. Some ability to read simple illustrated maps is necessary, but instructions are given orally, and responses require simple marking of a map.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> Yes, it focuses on ability to give directions accurately.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> The content of the instrument is. Instructions are given in Network English, Standard English and Black Dialect.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> Yes, they are suitable for the target population, and they are easy to understand. Responses are limited in terms of the task performed by the student and of the correctness of answers.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes, instructions are recorded on reel-to-reel tapes.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

The test requires reel-to-reel tapes, sample maps, and an evaluative reaction form. Given a map and a recorded set of oral directions, the student traces a path on the map in response to directions. The test is scored on the number of correct turns (minimum = 15). This instrument must be administered individually.

Type of test __X__ criterion referenced _____ norm referenced

Normative data: Derived from 48 tenth grade black and 48 tenth grade white students. Means and standard deviations for each group and each map are given.

Validity data (#9 & 10): Not stated specifically. Detailed discussion of test construction tends to provide content validity. The test matches one specification.

Reliability data (#8): None provided.

Related documents and bibliography: ERIC Document (ED 091728)

Baldwin, T., and Garvey, C. Studies in convergent communication: II. A measure of communication accuracy. Report No. 91. Baltimore, MD.: The Johns Hopkins University, Center for the Study of Social Organization of Schools, 1970.

Sigelman, C. K. Giving and asking directions: Subcultural communication barriers and evaluative reactions to speech. Unpublished dissertation, George Peabody College for Teachers, 1972.

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker:

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas:

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions: Entire test measures this one competence.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes] No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes] No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes] No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
3	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
2	(3)	7.	Instrument allows for a range of responses.
1	(3)	8.	Instrument is reliable.
1	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers):
1	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
2	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
1	(3)	13.	Instrument is cost and time effective.
2	(3)	14.	Instrument involves simple equipment.
3	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 18
c. Criterion 10 (enter total points for appropriate test

Speaking ______
Listening 1
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #46

(Our criteria # in parentheses)

Title: Jones-Mohr Listening Test*

Category: _____Speaking __X__Listening

Date of Construction:

Age Range: Adult

Available from: University Associates Publishers and Consultants
7596 Eads Avenue
La Jolla, CA 92037

Purpose of Instrument: Primarily a teaching/training instrument; this is a test of empathetic listening.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Respondent must read responses on answer form.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

Focuses on empathetic listening.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Generally so.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

The instrument is suitable mostly for human relations or counseling training.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 11, 12, and 14)

The respondent listens to a tape recording of normal speech and is asked to assess the emotional content of the message. Tapes are required. Time is about 45 minutes.

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*Primary source unavailable for review. This review is based on one that appears in Larson, C. E., Backlund, P., Redmond, M., and Barbour, A. *Assessing functional communication*. Falls Church, VA.: SCA and ERIC, 1978.

Type of test _____criterion referenced _____norm referenced

Normative data:	None are provided. At most, two of our skills are covered
Validity data (#9&10):	
Reliability data (#8):	

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: all items

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas:

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose: Indirectly tapped.

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes	[✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
1	(3)	5.	Instrument emphasizes application of skills in familiar situations.
2	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
1	(3)	8.	Instrument is reliable.
1	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers):
2	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
2	(3)	11.	Administration procedures are detailed and standardized.
1	(3)	12.	Instrument is not likely to induce undue stress.
1	(3)	13.	Instrument is cost and time effective.
1	(3)	14.	Instrument involves simple equipment.
1	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 12
c. Criterion 10 (enter total points for appropriate test

Speaking ______
Listening 2
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #47

(Our criteria # in parentheses)

Title: Auditory Skills Test Battery by Ronald Goldman, Macalyne Fristoe and Richard W. Woodcock

Category: ____Speaking __X__Listening

Date of Construction: © 1974, 1975, 1976

Age Range: 3 years to adult

Available from: American Guidance Service
Publishers Building
Circle Pines, MN 55014

Purpose of Instrument: To identify children or adults who are deficient in auditory skills and to describe these deficiencies. The battery includes twelve tests as follows:

1. selective attention measures individual's ability to attend to a listening task in the presence of competing noise;
2. auditory discrimination measures a subject's ability to discriminate between specific speech sounds;
3. recognition memory measures ability to recognize whether or or not an element has occurred in a recent auditory event;
4. memory for content measures ability to recognize the set of elements that occurred in a recent auditory event;
5. memory for sequence measures ability to remember the sequence of elements in a recent auditory event;
6. sound mimicry measures ability to imitate syllables;
7. sound recognition measures ability to recognize speech sounds;
8. sound analysis measures ability to isolate and identify component sounds of syllables;
9. sound blending measures ability to integrate isolated sounds into meaningful words;
10. sound-symbol association measures ability to learn new auditory-visual associations;
11. reading of symbols measures ability to make grapheme-to-phoneme translations;
12. spelling of sounds measures ability to make phoneme to grapheme translations.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes. The reading and spelling tests may come closest to violating this concern; but for the most part the test does distinguish auditory skills from other skills.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

No. The battery is really diagnostic for identifying and describing deficiencies in auditory functioning.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3). Yes, it appears to be.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> They are suitable for the target population and are clear. Correct responses are emphasized. The test measures auditory skills in syllables, words, and nonsense utterances, but not in natural, connected discourse.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

> Generally yes. The Battery uses prerecorded audio tapes to maintain a standardized presentation procedure.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

The Battery consists of 12 tests self-contained in five Easel-Kits. Each Easel-Kit has a separate audio test tape and response form. The Battery can be described best in the following table:

Test	Verbal Content	Type of Retrieval	Focus of Memory Process	Size of Unit	Test Stimulus	Test Response
Sound Mimicry	Nonsense words	Recall	Content	Single word	Auditory	Oral
Recognition Memory	Familiar words	Recognition	Content	Single word	Auditory	Yes/No (usually oral)
Memory for Digits, Words, Sentences	Familiar words	Recall	Content and sequence	Span of Memory	Auditory	Oral
Memory for passages	Familiar words	Recall	Content	Span of memory	Auditory	Oral
Memory for content	Familiar words	Recognition	Content	Span of memory	Auditory	Pointing to pictures
Memory for sequence	Familiar words	Recall	Sequence	Span of memory	Auditory	Arranging pictures
Sound-symbol association	Nonsense words	Recognition	Content	Paired associate	Auditory	Pointing to symbols

Cost of the complete battery is $102.00

Type of test _____criterion referenced __X__norm referenced

Normative data: Data are based on 7,199 tests individually administered to normal and clinical subjects in four separated areas of the U.S.

Validity data (#9 & 10): The Technical Manual presents several tables of correlations which support the claim of construct validity. The test claims content validity by presenting the subject with a task that requires skills essentially the same as skills required by particular auditory tasks in real life. For our purposes the test covers one basic skill.

Reliability data (#8): The median split-half reliability of the tests in the 3-8 year age group is .92 and in the 9-18 age group, .77; the median reliability was .90 in the age group 19 years and older.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: Selective attention Test. Auditory Discrimination Test: Parts I, II, III. Memory Tests. Sound-Symbol Tests.
2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas:

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
1	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
______	(14)		Speaking (Note test item numbers):
1	(11)		Listening (Note test item numbers):
______	(25)		Integrative (Note test item numbers):
3	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
1	(3)	13.	Instrument is cost and time effective.
2	(3)	14.	Instrument involves simple equipment.
2	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 19
c. Criterion 10 (enter total points for appropriate test

Speaking ______

Listening 1

Integrative ______

CHECK ONE: Instrument approval recommended ______

Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #48

(Our criteria # in parentheses)

Title: Durrell Listening-Reading Series

Category: _____Speaking __X__Listening

Date of Construction: c. 1969 and 1970

Age Range: Primary Level = grades 1-3.5; intermediate level = grades 3.5-6; advanced level = grades 7-9.

Available from: Harcourt, Brace, Jovanovich, Inc.
757 Third Avenue
New York, New York 10017

Purpose of Instrument: To identify children with reading disability and to measure the degree of retardation in reading as compared to listening. The series consists of both listening and reading tests. The listening tests stress vocabularly, sentence, and paragraph listening.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> No. Materials presented orally to the student by the teacher require minimal reading, but the test assumes listening and reading skills are parallel. Also listening comprehension is measured as a "potential" for reading.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> Yes. And the test also allows comparison of listening comprehension with reading comprehension.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> This could be a problem. Some items appear to stereotype sexes. For example, in stimulus materials on the primary level females and males perform stereotypic roles, i.e., "A woman on TV told how to make a cake" and "Men on motorcycles watch for speeding cars." On intermediate and advanced levels, human species is referred to as "men." Stimulus materials contain male characters more frequently than female characters, and males are more frequently depicted as rulers and leaders.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7 and 15)

> For the most part this is suitable for our target population. Items are clear, but as a standardized test, a range of responses is not possible. Students must respond correctly to multiple choice items.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

> Instructions in the booklet are detailed but the teacher reads aloud written passages. This could influence responses.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

> The test is administered to entire class. Testing time ranges from 70 minutes (primary level) to 80 minutes (advanced level) for both reading and listening tests. The listening tests alone would take about half that time. The only equipment necessary is a test manual and response sheets which are hand or machine scorable. Cost is unknown to reviewer. In vocabulary listening the teacher reads a series of words. The pupil responds by designating which of three semantic classes each word applies to. For example, with a group of twelve stimulus words, the student designates whether each word is associated with a part of a house, time, or going fast. In the sentence listening portion, students indicate which of three meaning classes are associated with each stimulus sentence.

Type of test _____criterion referenced __X__norm referenced

Normative data: Extensive norm data on 22,247 students are provided. Presumably listening and reading tests are equal in difficulty.

Validity data (#9 & 10): Intercorrelation data are provided for reading and listening for grades 1 and 5. They indicate different functions are measured. Listening correlations with the Metropolitan Reading Tests and the Metropolitan Achievement tests range from .25 up to .52, lower than for reading tests. This reviewer questions validity, however, on the grounds that the test may be measuring some variable other than listening such as vocabulary knowledge and ability to classify words semantically. Instrument matches with two of our listening competencies.

Reliability data (#8): Reliability coefficients, using the Spearman-Brown Prophecy Formula and the Kuder-Richardson Formula 21, are reported for each subtest and the total test for grades 1 and 2. Reliability for total listening is .96 for grade 1 for both formulas and .95 in grade 2 for the Spearman-Brown formula and .86 for the Kuder-Richardson Formula 21.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: For each level, Part I Vocabulary Listening and Part 2 Sentence Listening.

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: For each level, Part I, vocabulary listening and Part 2 sentence listening.

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes	[✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
Yes	[✓ No]	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
1	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers):
2	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
1	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
2	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
3	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 20
c. Criterion 10 (enter total points for appropriate test

Speaking	
Listening	2
Integrative	

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #49

(Our criteria # in parentheses)

Title: Fundamental Achievement Series: Verbal, Forms A & B

Category: _____Speaking __X__Listening

Date of Construction: c. 1968

Age Range: Not graded. Covers ability range from basic literacy to somewhat above the eighth grade level.

Available from: The Psychological Corporation
757 Third Avenue
New York, New York 10017

Purpose of Instrument: To tap the knowledge and capabilities that an applicant may reasonably be expected to have acquired in the course of ordinary daily living. The series includes a verbal test and a numerical test. Form A is sold only to personnel departments for the testing of applicants and employees. Form B is available to government and social agencies, business and industrial firms, and to educators for use in training as well as employment.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> No. It accommodates poor readers by presenting all stimulus materials on audio tape, but the test measures a variety of skills, reading, writing, spelling, listening to oral announcements.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> No. The test is designed to assist in proper job placement or training of individuals.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> The test is advertised to be culture-relevant. It was designed to include questions based on experiences thought to be familiar to both "advantaged" and "disadvantaged" persons. The tests are "culture laden" with relevant content rather than "culture free."

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> Yes, they are suitable for the target population and they are clear. But the test is scored for correct/incorrect responses.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes. The FAS tests are administered orally by means of tape-recordings. This eliminates the possibility of examiner bias and enables those with limited reading skills to demonstrate their true abilities.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

The verbal test requires 30 minutes. Items test: reading signs and directions; reading a menu; finding information in an apartment house list or a telephone book list; copying short sentences; answering questions about short oral announcements; recognizing correct or incorrect spelling; answering questions concerning sets of four pictures; and finding the best synonym for each of 24 words. Cost for a set of tapes, manual, scoring keys and 25 each of verbal and numerical tests is $23.00. These items can be purchased separately. For example, the cost for one cassette verbal tape, one package of 25 verbal test booklets, one scoring key and one manual would run $13.20.

Type of test: _____criterion referenced __X__norm referenced

Normative data: Normative data are available for various groups of individuals.

Validity data (#9 & 10): Validity data were derived from programs designed to aid and train members of disadvantaged groups. Extensive validity data suggests FAS does measure abilities relevant to success in such programs. The test taps three of our listening skills.

Reliability data (#8): The reliability for the verbal test is .94 - .96.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: items 77-100

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: items 77-100

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions: items 25-34

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes	[✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
Yes	[✓ No]	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
3	(3)	5.	Instrument emphasizes application of skills in familiar situations.
2	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers):
3	(11)		Listening (Note test item numbers): 25-34 and 77-100
	(25)		Integrative (Note test item numbers):
3	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
3	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 26
c. Criterion 10 (enter total points for appropriate test

Speaking ______
Listening 3
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #50

(Our criteria # in parentheses)

Title: Learning Through Listening

Category: _____Speaking __X__Listening

Date of Construction: 1976

Age Range: 10-18 years; Battery A = 10-11 years old; Battery B = 13-14 years old; Battery C = 17-18 years old; Battery C reviewed below.

Available from: MacMillan Education Limited
Houdsmills Basingstoke Hants
United Kingdom RG 21 2XS

Purpose of Instrument: To measure the listening skill of subjects at various age levels. Instrument tests content (ability to follow and understand informal exposition); contextual constraints (ability to infer missing parts of a conversation); phonology (ability to understand differences in meaning brought about by different emphases); register (ability to detect changes in the appropriateness of spoken language used); relationship (ability to detect the kinds of relationships existing between people from the language they employ).

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes. Some ability to read multiple choice items is required, but all stimulus materials, instructions, questions and possible answers are presented orally. Materials on tape are genuine or simulated spoken language, not written language read aloud. Length of stimulus materials ranges from 25 seconds to 7 minutes. (The latter is a lecture on mass communication).

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

Yes. Results yield a raw score which is transformed to a converted score for the total test battery.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

No. Produced in Great Britain, stimulus materials are presented by BBC professionals in British accents, and answers sometimes employ language that would be unfamiliar and distracting to students in the U.S.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

Yes, the instrument is designed for the target population and sometimes alternative responses are possible. But this

(cont. on next page)

is a test that has been standardized so the range of possible responses is reduced. Also the peculiarities of the British dialect would interfere with adolescent responses in the United States.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes. All instructions are on the tape. Influence by local administration is kept to a minimum.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

The complete battery is administered to a classroom of students and takes approximately one hour and 18 minutes. Cost is unknown. Equipment required includes a reel-to-reel tape recorder, an audio tape of stimulus materials, a teacher's manual, and stencils for answer sheets. The length of the complete battery might induce some stress, but stimulus materials are enjoyable to listen to.

Type of test _____criterion referenced __X__norm referenced

Normative data: Each battery (A, B, & C) was normed on a relatively large sample (133-180 students) of equivalent populations.

Validity data (#9 & 10): A significant relationship between scores on this test and scores on reading, intelligence and senior English scores is reported. Tests correspond with six of our listening competencies.

Reliability data (#8): Reliability reported is high ranging from .777 for battery A to .838 for battery C. Test inter-relationship is good.

Related documents and bibliography: Wilkinson, A., Stratta, L., and Dudley P. Learning through listening. Basingstoke, England: Macmillan Education Ltd., 1976.

Wilkinson, A. Spoken English. Edgbaston, Birmingham, England: University of Birmingham, 1965.

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: Test 1, items 1-7, Test 2, items 1-8, Test 4, items 1-17.

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: Test items 1-7; Test 2, items 1-8, Test 4, items 1-17.

4. Identify and understand main ideas: Test 3, items 1-12.

5. Associate important details with main ideas: Test 3, items 1-12.

6. Understand description of events and experiences:

7. Understand speaker's purpose: Test 3, items 1-12.

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions: Test 5, items 1-18.

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
Yes	[✓ No]	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
3	(3)	5.	Instrument emphasizes application of skills in familiar situations.
2	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers):
6	(11)		Listening (Note test item numbers): Test 1,items 1-7,Test 2,items 1-8;Test3,items 1-12;Test 4,
	(25)		Integrative (Note test item numbers): items1-17; Test 5,items 1-18.
3	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
2	(3)	14.	Instrument involves simple equipment.
1	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 23
c. Criterion 10 (enter total points for appropriate test

Speaking ______
Listening 6
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X*

*While not suitable for adoption (primarily because of cultural factors and content match with our listening skills) this instrument provides a model for development of stimulus materials and for standardized administration of a listening instrument.

INSTRUMENT ABSTRACT FORM #51

(Our criteria # in parentheses)

Title: Michigan Educational Assessment Program Listening Test

Category: _____Speaking __X__Listening

Date of Construction: 1978

Age Range: Grades 4, 7, 10 - 3 forms per grade

Available from: Dr. Edward D. Roeber, Supervisor
Michigan Educational Assessment Program
Michigan Department of Education
Box 30008, Lansing, MI 48909

Purpose of Instrument: To assess eight critical listening competencies in grades 4, 7, and 10. The competencies are: (a) identify the main idea of an oral presentation of appropriate length; (b) identify the most appropriate summary of a selection presented orally; (c) identify the purpose of an oral presentation; (d) recall information presented orally; (e) identify cause and effect relationships within an oral presentation; (f) identify appropriate inferences about either the presenter or persons described by a presenter;(g) identify differences between fact and opinion in an oral presentation; (h) identify/describe the main story line or sequence of events of a story or event presented orally.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> Yes, for the most part. Some reading of multiple choice questions is required, but questions are also presented orally on tape.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> Yes. The test was designed for a program similar to our Basic Skills Improvement Program.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> It appears to be. Some content refers to ethnic groups and religious observances (e.g., Hanuka and the Amish).

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> Yes. They are suitable and clear. The test is scored for correct/incorrect responses, however.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

The test is on audio tape, so variations in instructions and presentation of stimulus materials should be held to a minimum.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

The test has just been developed and is yet to be standardized, so time and cost are unknown. The test consists of relatively short passages -- conversations, interviews, news bulletins, factual stories and fictional events -- each of which is followed by one-three multiple choice type question. Stimulus materials are presented by male and female speakers on audio tape. Students mark responses in a test booklet. The test consists of a total of 24 items which cover the skills listed under "Purpose" above. Most of the stimulus materials are interesting. Some materials are really pieces of written discourse read aloud, and corresponding questions refer to the "author" of the passage.

Type of test __X__ criterion referenced _____ norm referenced

Normative data: Validity data (#9 & 10): Reliability data (#8):	None given. The test has been developed just recently. Statistical data may be available in the next (1979-80) academic year. Seven of our skills are tested directly, and two are tested indirectly.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: all items.

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: all items.

4. Identify and understand main ideas: Grade 4 test, item 6, 13, 17, 19. Grade 7, items 6, 9, 14. Grade 10, items 2, 4, 17.

5. Associate important details with main ideas: Grade 4 test, items 5, 8, 9, 10, 12, 18. Grade 7, items 3, 5, 8, 11, 12. Grade 10, items 7, 12, 15, 18, 21.

6. Understand description of events and experiences: Grade 4 test items 1, 22. Grade 7, items 1, 13, 18. Grade 10, items 1, 19, 22.

7. Understand speaker's purpose: Grade 4 test, items 3, 14, 24. Grade 7, items 2, 16, 22. Grade 10, items 8, 14, 20.

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions: Grade 4 test, item 2, 4, 7, 11, 15, 16, 17, 21, 22, 23. Grade 7, items 4, 7, 10, 15, 17, 19, 20, 23, 24. Grade 10, items 3, 5, 6, 9, 10, 11, 13, 16, 23, 24.

10. Recognize when words and phrases are used to convince or persuade: Grade 4, item 4. Grade 7, item 21. Grade 10, item 9.

11. Follow straightforward directions: Grade 4 test, item 7. Grade 7, items. Grade 10, items

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA	
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
3	(3)	5.	Instrument emphasizes application of skills in familiar situations.
2	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
?	(3)	8.	Instrument is reliable.
?	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers):
9	(11)		Listening (Note test item numbers): See listening checklist for detailed items.
	(25)		Integrative (Note test item numbers):
3	(3)	11.	Administration procedures are detailed and standardized.
3	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
3	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 21
c. Criterion 10 (enter total points for appropriate test

Speaking ______
Listening 9*
Integrative ______

CHECK ONE: Instrument approval recommended X**
Instrument approval not recommended ______

*Listening skills 1 and 3 on our list are tested only indirectly. listening skills 4-7 and 9-11 are tested directly, but skill 10 is tested less well than other skills. Also, since the Michigan skills differ in some respects from ours, some skills not on our list are tested.

**This recommendation carries three qualifications: (a) the reliability and validity of the test are still undetermined; (b) the content match with our skills is less than ideal; (c) the stimulus materials can rely more on spoken messages. Still this test has much potential and is therefore worthy of consideration for possible adoption or further development for our purposes.

INSTRUMENT ABSTRACT FORM #52

(Our criteria # in parentheses)

Title: Peabody Picture Vocabulary Test

Category: ____Speaking __X__Listening

Date of Construction: 1965

Age Range: 3-18

Available from: American Guidance Service
Publishers' Building
Circle Pines, MN 55014

Purpose of Instrument: Instrument was designed to measure verbal intelligence exhibited through the subjects' hearing vocabulary.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> It focuses on verbal intelligence as measured through listening.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> No.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> The instrument is suitable for our target population, it is clearly understood, but allows for only one correct response per item.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

> The administrator needs a basic level of skill.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 11, 12, and 14)

> The administrator tests each child singly. The test requires about 10-15 minutes to administer. Administration requires a series of plates. The stress is normal for this type of test.

Type of test _____criterion referenced _____norm referenced

Normative data: Norms are highly developed.

Validity data (#9 & 10): Extensive data are available. Two of our skills are covered.

Reliability data (#8): Extensive data are available.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: Entire test.

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: Entire test.

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
1	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
0	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers):
2	(11)		Listening (Note test item numbers):
	(25)		Integrative (Note test item numbers):
2	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
1	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
2	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 18
c. Criterion 10 (enter total points for appropriate test

Speaking ____
Listening 2
Integrative ____

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #53

(Our criteria # in parentheses)

Title: STEP Listening Test

Category: _____Speaking __X__Listening

Date of Construction:

Age Range: Elementary through adult.

Available from: Cooperative Test Division
Educational Testing Service
Princeton, NJ 08540

Purpose of Instrument: The listening subtest of the STEP series is designed to assess three basic dimensions of listening skill. (1) plain-sense comprehension, (2) interpretation, and (3) evaluation and application.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> Yes, the administrator reads both question and response choices which the student has in a response booklet. Reading ability not necessary, but highly advantageous.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> Yes.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> Examples are drawn from normal classroom material.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 14)

> Generally suitable and understandable, but the test has only one right answer per question.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

> Administrator must be skilled and trained.

Physical description of testing procedure including time required, cost, equipment necessary, stress factors. (#'s 11, 12, and 14)

The administrator reads passages from test. The student makes responses in a test booklet. The time is approximately 20 minutes. Stress is standard for this type of test.

Type of test _____criterion referenced __X__norm referenced

Normative data: Norms are very well developed.

Validity data (#9 & 10): Validity is clearly established as part of the entire test package. Five of our skills are covered.

Reliability data (#8): Reliability is clearly established as part of the entire test package.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

Items generally not appropriate, but could be adapted.

1. Recognize words and phrases used by the speaker:

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas:

4. Identify and understand main ideas:

5. Associate important details with main ideas: X

6. Understand description of events and experiences: X

7. Understand speaker's purpose: X

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions: X

10. Recognize when words and phrases are used to convince or persuade: X

11. Follow straightforward directions:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes	[✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
1	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
2	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
0	(14)	10.	Instrument demonstrates content validity. Speaking (Note test item numbers):
5	(11)		Listening (Note test item numbers): A number of forms - check listening test.
0	(25)		Integrative (Note test item numbers):
3	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
2	(3)	13.	Instrument is cost and time effective.
2	(3)	14.	Instrument involves simple equipment.
2	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 19
c. Criterion 10 (enter total points for appropriate test

Speaking 0
Listening 5
Integrative 0

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #54

(Our criteria # in parentheses)

Title: Test of Auditory Discrimination by Ronald Goldman, Macalyne Fristoe and Richard W. Woodcock

Category: _____Speaking __X__Listening

Date of Construction: c. 1970

Age Range: 4years and above

Available from: American Guidance Service
Publishers' Building
Circle Pines, MN 55014

Purpose of Instrument: To provide measures of speech-sound, discrimination ability under ideal and background noise listening conditions. The test is comprised of three parts: a training procedure to familiarize the subject with word-picture associations that are used in the subtests; a quiet subtest which measures auditory discrimination in the absence of background noise; a noise subtest which measures auditory discrimination in the presence of distracting background noise.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> Yes, the test measures one aspect of listening -- auditory discrimination. It clearly distinguishes this skill from others.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> Yes. The test provides a measure of ability to discriminate speech sounds.

Is the instrument free from sexual, cultural, racial, or ethnic biss? (#3)

> Yes. It appears to be.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> Yes, they are suitable for the target population, and they are clear. Correct responses are called for, however.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

> Yes. Procedures for administration are described in detail. The presentation of test materials on pre-recorded audio tape enhances standardization.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

> Total testing time is 10-15 minutes including training. This is an individually administered test. The format includes a series of test plates, each containing four drawings, and a pre-recorded audio tape. The subject responds to a stimulus word by pointing to one of the four pictures on the plate which is simultaneously presented. For example, given four pictures that illustrate rake, wake, break and lake, the subject is instructed to point to rake. The complete test kit includes test plates, 50 response forms, a manual, and a cassette test tape. The complete test kit costs $24.00.

Type of test _____criterion referenced __X__norm referenced

Normative data: The test was standardized on 745 subjects, aged 3 to 84. Percentile norms by age level are provided from below age 4 to age 70 and older.

Validity data (#9 & 10): Technical data indicate the test has strong content and construct validity, but the test assesses only one of our listening skills. Concurrent validity with experienced clinicians' judgments was .76.

Reliability data (#8): On a clinical population, split-half reliabilities ranged from .51 to .88 on the quiet sub-test and from .63 to .68 on the noise subtest.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: All items, 1-79 focus on auditory discrimination of speech sounds: voiced-unvoiced and plosives, continuants, nasals.

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas:

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING	CRITERIA
[✓ Yes] No	1. Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes] No	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes] No	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
2	(3)	5. Instrument emphasizes application of skills in familiar situations.
1	(3)	6. Instrument allows for optional settings.
1	(3)	7. Instrument allows for a range of responses.
2	(3)	8. Instrument is reliable.
3	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
	(14)	Speaking (Note test item numbers):
1	(11)	Listening (Note test item numbers):
	(25)	Integrative (Note test item numbers):
3	(3)	11. Administration procedures are detailed and standardized.
3	(3)	12. Instrument is not likely to induce undue stress.
2	(3)	13. Instrument is cost and time effective.
2	(3)	14. Instrument involves simple equipment.
3	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 22
c. Criterion 10 (enter total points for appropriate test

Speaking ____
Listening 1
Integrative ____

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #55

(Our criteria # in parentheses)

Title: Utah Test of Language Development, Revised

Category: _____Speaking _____Listening

Date of construction: 1978

Age Range: 1½ years to 14½ years

Available from: Communication Research Associates
P. O. Box 11012
Salt Lake City, Utah 84147

Purpose of Instrument: To assess expressive and receptive language skills.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes, generally.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

It focuses on many language skills. For our purposes, its listening items are the most useful.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Generally.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

Generally "so" on all aspects of the question.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Requires a highly skilled administrator who gives the test to one child at a time.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 11, 12, & 14)

Administrator works with one student at a time; the test requires 20-40 minutes. The student is required to do a number of tasks, point out items in pictures, retrieve objects, tell stories. The test requires many small objects.

Type of test __X__criterion referenced _____norm referenced

Normative data: Limited data are provided on 253 subjects initially; then two additional studies are reported. Original data are supported.

Validity data (#9 & 10): Well supported. Three of our skills are covered.

Reliability data (#8): Very high .80 - .97.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: Item 15

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: Item 15, #22, #24, #42, #43, #50

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions: #28, #35

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes]	No	1. Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
2	(3)	5. Instrument emphasizes application of skills in familiar situations.
2	(3)	6. Instrument allows for optional settings.
2	(3)	7. Instrument allows for a range of responses.
3	(3)	8. Instrument is reliable.
3	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
	(14)	Speaking (Note test item numbers):
3	(11)	Listening (Note test item numbers): #5, 15, 22, 24, 42, 28, 35, 43-50
	(25)	Integrative (Note test item numbers):
3	(3)	11. Administration procedures are detailed and standardized.
1	(3)	12. Instrument is not likely to induce undue stress.
0	(3)	13. Instrument is cost and time effective.
1	(3)	14. Instrument involves simple equipment.
2	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 17
c. Criterion 10 (enter total points for appropriate test

Speaking ______

Listening 3

Integrative ______

CHECK ONE: Instrument approval recommended ______

Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #56

(Our criteria # in parentheses)

Title: Bowen Language Behavior Inventory by Mack L. Bowen*

Category: __X__Speaking __X__Listening

Date of Construction: 1971

Age Range: Mental age 3 to 6 years

Available from: Mack L. Bowen
1502 West Hovey
Normal, Illinois 61761

Purpose of Instrument: To measure language development/behavior in developmentally disabled children; to evaluate language based on criterion referenced testing procedures; to sample language ability on a receptive-motoric-expressive basis and to sample a number of language behaviors based on well-formulated theoretical constructs. Identifiable language behaviors necessary for functional language usage and for receptive and expressive language are included. Eight subtests representative of current learning theory are provided.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Not available for review.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

Not available for review.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Not available for review.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

No. The instrument was developed to assess the language behavior of retarded young children.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Not available for review.

*Primary source not available. This review is based on that which appears in Johnson, O. G. Tests and measurements in child development: Handbook II. Vol. 1. San Francisco: Jossey-Bass, Inc., 1976, 169.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

A learning hierarchy approach was utilized to structure the inventory around the types of learning described by Gagne in *The Conditions of Learning*. Five of the eight types of learning defined in Gagne's hierarchy were used to describe the levels of language learning attained by severely retarded children, ages 3 to 6 years.

Type of test __X__ criterion referenced _____ norm referenced

Normative data:

Validity data (#9 & 10):

Reliability data (#8):

Based on a sample of 160 subjects, aged 6½ to 10 with Stanford-Binet IQs from 35 to 55, significant differences in performance were analyzed on the variables of age, IQ, and sex. Item statistics for each subtest include mean, median, standard deviation, standard error of measurement, frequency distribution, ranking by fifths, proportion passing Kuder-Richardson formula 20, reliability coefficients, and point biserial correlations.

Related documents and bibliography: Bowen, M. *Some procedures for evaluating language development in young retarded children*. Unpublished doctoral dissertation, University of Illinois, Urbana, Illinois, 1971.

SPEAKING BASIC SKILLS CHECKLIST *

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

*Instrument not available for review.

LISTENING BASIC SKILLS CHECKLIST*

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker:

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas:

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

*Instrument not available for review.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA	
Yes	?	No	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes	?	No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
Yes	?	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	?	No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
?	(3)	5.	Instrument emphasizes application of skills in familiar situations.
?	(3)	6.	Instrument allows for optional settings.
?	(3)	7.	Instrument allows for a range of responses.
?	(3)	8.	Instrument is reliable.
?	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers):
	(11)		Listening (Note test item numbers):
?	(25)		Integrative (Note test item numbers):
?	(3)	11.	Administration procedures are detailed and standardized.
?	(3)	12.	Instrument is not likely to induce undue stress.
	(3)	13.	Instrument is cost and time effective.
?	(3)	14.	Instrument involves simple equipment.
?	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes No ?

b. Criteria 5 through 9 and 11 through 15 (enter total points) ?

c. Criterion 10 (enter total points for appropriate test

Speaking ____

Listening ____

Integrative ?

CHECK ONE: Instrument approval recommended ____

Instrument approval not recommended ?

INSTRUMENT ABSTRACT FORM #57

(Our criteria # in parentheses)

Title: California Achievement Tests, Form A, Level 1

Category: _X_ Speaking _X_ Listening

Date of Construction: 1970 edition

Age Range: Grades 1.5-2

Available from: CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

Purpose of Instrument: To measure, evaluate and analyze educational attainment and learning difficulties in reading, mathematics, and language. At this level the language test includes sections on capitalization, punctuation, usage and structure, spelling, and auding. The usage and structure and auding sections were reviewed. The examiner's manual indicates the intended measurement is one of performance.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> No. The auding test most closely meet these criteria, but even here the ability to read words is necessary. The usage test requires even more reading ability.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> It goes beyond this to yield data for analysis of learning difficulties.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> The items in the test do not depict socio-economic differences.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> These particular items are suitable for young children, not for eighth graders. At least one of the auding items appears to lack complete instructions. A range of responses is not permitted. Test is scored for correct/incorrect responses.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

> Instructions are detailed, but reliance on examiner's reading aloud in the auding test can influence results.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

For auding there are 15 items. For the first five items, the examiner reads aloud two short stories. Following each story, the examiner asks questions about the story. The child answers by marking appropriate pictures in the test booklet. For the remaining ten items, the examiner reads aloud a series of instructions to mark groups of pictures and words in certain ways. Students mark the test booklet appropriately. Time required for the auding section is 13 minutes. The 20 item section on language usage and structure tests the student's ability to understand and handle problems of tense, number, case, and standard English usage. The student reads a short sentence with a word or words missing. The student then marks one of four words that correctly fit the sentence. Time required for the usage section is 15 minutes. Minimal equipment required is an examiner's manual and a complete battery (machine or hand scorable) at the cost of approximately $23 - $31 per package of 35 test books. The test is administered to groups of children.

Type of test _____criterion referenced __X__norm referenced

Normative data: The test is accompanied by a 104 page technical report that provides extensive normative, validity and reliability data. The standardization sample contains 203,684 students in Grades 1-12 from public and Catholic schools in 36 states.

Validity data (#9 & 10): Data related to validity derives from curriculum analyses, item tryout and selection, item difficulty data, and subtest intercorrelations. Test items cover four listening and one speaking skill.

Reliability data (#8): Internal consistency, interlevel articulation, and interform reliability data are provided. Internal consistency was determined by use of the Kuder-Richardson formula 20. For this level, KR20 is reported to range from .84 to .81 for auding and from .83 to .78 for usage from grade 1.6 to 2.6 respectively.

Related documents and bibliography: For another review, see Jenkins, W. A. Elementary school language tests. In A. H. Grommon (Ed.), Reviews of selected published tests in English. Urbana, IL.: National Council of Teachers of English, 1976.

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: Auding section, items 1-15.

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: Auding section, items 1-15.

4. Identify and understand main ideas:

5. Associate important details with main ideas: Auding section, items 1-5.

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions: Auding section, items 6-15.

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage: Usage and structure section, items 1-20.

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
Yes	[✓ No]	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes	[✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] →	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
1	(3)	5.	Instrument emphasizes application of skills in familiar situations.
0	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
______	(14)		Speaking (Note test item numbers):
______	(11)		Listening (Note test item numbers):
4L + 1S = 5	(25)		Integrative (Note test item numbers): Auding & Usage & Structure sections
2	(3)	11.	Administration procedures are detailed and standardized.
1	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
2	(3)	14.	Instrument involves simple equipment.
2	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 18
c. Criterion 10 (enter total points for appropriate test

Speaking ______
Listening ______
Integrative 5

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #58

(Our criteria # in parentheses)

Title: Illinois Test of Psycholinguistic Abilities

Category: __X__Speaking __X__Listening

Date of Construction: 1968 (revision of 1961 Experimental Edition)

Age Range: 2-10 years

Available from: University of Illinois Press
Urbana, IL 61801

Purpose of Instrument: This is a doagnostic tool to delineate specific abilities and disabilities in children in order that remediation may be undertaken. Twleve subtests are: auditory reception; visual reception; auditory-vocal association; bisual-motor association; verbal expression; manual expression; grammatic closure; auditory closure; sound blending; visual closure, auditory sequential memory; visual sequential memory. This is a diagnostic test of specific cognitive abilities as well as a molar test of intelligence.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> No. Speaking and listening are performance indicators, but this test also assesses visual and manual abilities. Also one of the scores this test yields is a mental age score.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> No. It is a diagnostic instrument that provides data useful for remediation.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> Yes, as much as possible.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> No. This test is for pre-school and elementary school age children. The situations are clear, but responses are limited by the structure of the test.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

> Yes. Test administration requires considerable study and practice. Standardized procedures must be followed rigidly. No deviations are permitted.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13, & 14)

Test is administered individually and requires 45 to 60 minutes per child for the complete battery. It also requires a complete test kit at a cost of $75.00. Many tests are gamelike to children and would likely keep stress to a minimum.

Type of test _____criterion referenced __X__norm referenced

Normative data: Extensive data on norms are provided. Norms are based on responses of 1,000 average children between ages of 2 and 10. Three types of norms provided are: psycholinguistic age for each subtest, scaled score norms for each subtest, and composite psycholinguistic age norms.

Validity data (#9 & 10): This is regarded generally as one of the better developed and refined measures. This test taps two of our listening and four of our speaking competencies.

Reliability data (#8): Validity and reliability data are not reported in the test kit examined, but are available in The Development and Psychometric Characteristics of the Revised Illinois Test of Psycholinguistic Abilities by J. N. Paraskeropoulos and S. A. Kirk (University of Illinois Press, 1969).

Related documents and bibliography: For another review see Larson, C., Backlund P., Redmond, M., and Barbour, A. Assessing functional communication. Washington, D.C.: Speech Communication Association, 1978.

For a critique of an early form of this test see Carroll, J. B. Development of native language skills beyond the early years. In C. E. Reed (Ed.), The learning of language. New York: Appleton-Century-Crofts, 1971.

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: Auditory Reception subtest, items 1 through 50; auditory association, items 1-42; auditory closure subtest, items 1-30.
2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: Auditory Reception Subtest, items 1 through 50; auditory association, items 1-42, auditory closure subtest, items 1-30.
4. Identify and understand main ideas:
5. Associate important details with main ideas:
6. Understand description of events and experiences:
7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:
9. Summarize information and draw conclusions:
10. Recognize when words and phrases are used to convince or persuade:
11. Follow straightforward directions:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly: Sound blending subtest, items 1-32.

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5. Use words in an order that clearly expresses the thought: Grammatic closure subtest, items 1-33.

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage: Grammatic closure subtest, items 1-33.

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences: Verbal expression subtest, description of each of 5 objects.

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes]	No	1. Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
2	(3)	5.	Instrument emphasizes application of skills in familiar situations.
0	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers):
	(11)		Listening (Note test item numbers):
6	(25)		Integrative (Note test item numbers): Auditory perception, auditory association, auditory*
3	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
1	(3)	13.	Instrument is cost and time effective.
1	(3)	14.	Instrument involves simple equipment.
1	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

*closure, verbal expression, grammatic closure, and sound blending substests.

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]

b. Criteria 5 through 9 and 11 through 15 (enter total points) 17

c. Criterion 10 (enter total points for appropriate test

Speaking ________

Listening ________

Integrative 6

CHECK ONE: Instrument approval recommended ________

Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #59

(Our criteria # in parentheses)

Title: Interactional Competency Checklist, (ICC) by Janet K. Black

Category: _X_ Speaking _X_ Listening

Date of Construction: 1977

Available from: See "Related documents" below.

Purpose of Instrument: To assess ability to adapt to changes in the setting; nonverbal appropriateness; familiarity with normal conversational constraints and conditions; sequencing of experiences and events.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes. It focuses on children's interactions in sociodramatic play.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

It goes beyond this to determine appropriateness of some behaviors.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes.

Are the situations and/or foils in the instrument suitable for the target population clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

The instrument was developed to be used with young children, rather than with our target population. A range of responses is allowed.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

The author claims that "certain aspects" of the ICC, which was developed for research purposes, could be adapted by teachers as observational guidelines. The reviewer doubts that teachers would have time to utilize the instrument.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 19)

> Students are videotaped while engaging in sociodramatic play. The play is then analyzed using the ICC checklist that classifies 16 behaviors in the four major categories listed under "Purpose." The detailed analysis required plus the equipment and time are disadvantages for classroom use.

Type of test __X__ criterion referenced _____ norm referenced

Normative data:	The checklist is based on a strong theoretical rationale. It was developed on a population of 12 kindergarten children. Further development might yield more psychometric data.
Validity data (#9 & 10):	
Reliability data (#8):	

Related documents and bibliography: Black, J. K. *Informal and formal means of assessing kindergarten children's communicative competence*. Unpublished doctoral dissertation, The Ohio State University, 1977.
Black, J. K. There's more to language than meets the ear: Implications for evaluation. *Elementary English*, 1979, *56*, 526-533.

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: X

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: X

4. Identify and understand main ideas:

5. Associate important details with main ideas: X

6. Understand description of events and experiences: X

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions: X

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: X

2. Speak loudly enough to be heard by a listener or group of listeners: X

3. Speak at rate listener can understand: X

4. Say words distinctly: X

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought: X

6. Organize main idea for presentation: X

7. State main ideas clearly: X

8. Support main ideas with important details: X

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information: X

13. Describe objects, events, and experiences: X

14. Question other's viewpoint: X

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes]	No	1. Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
3	(3)	5. Instrument emphasizes application of skills in familiar situations.
3	(3)	6. Instrument allows for optional settings.
3	(3)	7. Instrument allows for a range of responses.
?	(3)	8. Instrument is reliable.
	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
	(14)	Speaking (Note test item numbers):
	(11)	Listening (Note test item numbers):
5L+11S=16	(25)	Integrative (Note test item numbers):
1	(3)	11. Administration procedures are detailed and standardized.
1	(3)	12. Instrument is not likely to induce undue stress.
1	(3)	13. Instrument is cost and time effective.
1	(3)	14. Instrument involves simple equipment.
1	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 14
c. Criterion 10 (enter total points for appropriate test

Speaking ________

Listening ________

Integrative 16

CHECK ONE: Instrument approval recommended ________
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #60

(Our criterion # in parentheses)

Title: Language Communication Skills Task

Category: X Speaking X Listening

Date of Construction: 1973

Age Range: Primary-elementary

Available from: Learning Research and Development Center
University of Pittsburgh
Pittsburgh, PA

Purpose of Instrument: To assess a young child's ability to: (1) get meaning and ideas from his/her socio-linguistic behavior; (2) transmit behavior of others; and (c) adapt his/her communicative input to achieve effective communication.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

Yes.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

It appears to be.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, 15)

In this test, the task is too simple for our target population. It is clearly understandable.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Instructions need to be clear and precise, but with practice that is not too difficult to achieve.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 11, 12, 14)

The procedure consists of putting two children on different sides of a table with a barrier between the two. One child has a series of objects and the first child describes the placement of the objects so that the placement can be duplicated by the second child. Second child can ask questions and ask for repetition. Time per session averaged

(cont. on next page)

25 minutes. Messages were analyzed by type, token, token length, type length, type/token ratio and utterance length.

Type of test _____criterion referenced _____norm referenced
(Scored on accuracy)

Normative data:

Validity data (#9 & 10): Content and construct validity are argued for rather successfully.

Reliability data (#8): Split-half correlation, reliability ranged between .725 and .758.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

—NONE—

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker:

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas:

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

SPEAKING BASIC SKILLS CHECKLIST

—NONE—

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes]	No	1. Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
3	(3)	5. Instrument emphasizes application of skills in familiar situations.
0	(3)	6. Instrument allows for optional settings.
3	(3)	7. Instrument allows for a range of responses.
2	(3)	8. Instrument is reliable.
2	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
	(14)	Speaking (Note test item numbers):
	(11)	Listening (Note test item numbers):
	(25)	Integrative (Note test item numbers):
2	(3)	11. Administration procedures are detailed and standardized.
2	(3)	12. Instrument is not likely to induce undue stress.
1	(3)	13. Instrument is cost and time effective.
2	(3)	14. Instrument involves simple equipment.
0	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No

b. Criteria 5 through 9 and 11 through 15 (enter total points) 17

c. Criterion 10 (enter total points for appropriate test

Speaking ______

Listening ______

Integrative ______

CHECK ONE: Instrument approval recommended ______

Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #61

(Our criteria # in parentheses)

Title: Functional Communication Profile

Category: __X__ Speaking __X__ Listening

Date of Construction: 1956; original printing date 1969

Age Range: Adult (some information is provided for using the instrument with aphasic children)

Available from: Publication Office
Institute of Rehabilitation Medicine
New York University Medical Center
400 East 34 Street
New York, New York 10016

Purpose of Instrument: To quantify communication behaviors which an aphasic patient actually uses in the course of interaction with others; to assess functional performance (natural language use) of aphasics; to yield a quanitifiable measure of functional communication regardless of an individual's severity of impairment.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes, it provides a separate rating for each of 45 items that are classified under five headings: movement, speaking, understanding, reading, other. Note, however reading is one of the major categories rated, so the profile does provide an integrated measure as well.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

Yes, it has descriptive value. It does not attempt to explain why an individual may or may not use a particular behavior.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

No. This instrument was designed for adult aphasic patients. But situations are clear and familiar and a range of responses is allowed, e.g., saying greetings, giving directions, speaking on the telephone.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Instructions are detailed but effective use of the rating scale is related to clinical skill and experience of user.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

Individual patient participates in a non-structured interview with clinician. The interview permits clinician to observe some behaviors naturally. For other behaviors, such as reading, clinician asks the patient to perform them, or to respond to questions that provide direct evidence of them. Following the interview, the clinician completes the "Functional Communication Profile," a rating scale. Clinician rates patient on a nine point scale ranging from normal to no response for each behavior. Ratings are converted to patient scores. Subsequent interviews and ratings chart patient gains. The 1:1 interview situation is not practical for classroom teachers, but the cost of this assessment package is quite reasonable -- $4.00 for the manual of directions and a package of 25 FCP Rating Forms.

Type of test __X__ criterion referenced _____ norm referenced

Normative data:

Validity data (#9 & 10): Items and categories have been analyzed statistically through factor analysis procedures. Ample data on concurrent, predictive, and construct validity attest to the value of this scale.

Reliability data (#8): Inter-rater reliability ranges from .87 to .95 Significant test-retest correlation is also reported for a restricted sample size.

Related documents and bibliography: Over twenty-five references are listed in the manual of directions that accompanies the profile. For another review see Boros' Eighth Mental Measurements Yearbook, pp. 1498-1499.

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: X

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: X

4. Identify and understand main ideas: X

5. Associate important details with main ideas: X

6. Understand description of events and experiences: X

7. Understand speaker's purpose: X

Using What You Hear

8. Understand and respond to survival words in emergency situations: X

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions: X

The above competencies appeared to be covered in the profile.

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: X
2. Speak loudly enough to be heard by a listener or group of listeners:
3. Speak at rate listener can understand:
4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought: X
6. Organize main idea for presentation:
7. State main ideas clearly:
8. Support main ideas with important details:
9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations: X
11. Speak so listener understands purpose:
12. Ask for and give straightforward information: X
13. Describe objects, events, and experiences:
14. Question other's viewpoint:

The above competencies appeared to be covered in the profile.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes] No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes] No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes] No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
3	(3)	5.	Instrument emphasizes application of skills in familiar situations.
2	(3)	6.	Instrument allows for optional settings.
3	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers):
	(11)		Listening (Note test item numbers):
8L+4S=12	(25)		Integrative (Note test item numbers): A total of 10 Speaking and 15 "Understanding" items account for 12 or our competencies
2	(3)	11.	Administration procedures are detailed and standardized.
3	(3)	12.	Instrument is not likely to induce undue stress.
1	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
1	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 24
c. Criterion 10 (enter total points for appropriate test

Speaking ______

Listening ______

Integrative 12

CHECK ONE: Instrument approval recommended ______

Instrument approval not recommended X

The orally rating of this instrument is relatively high. Content validity (match with our competencies) and design for a substantially different target population are the principal reasons presenting recommendation for adoption. This instrument is an excellent model for the development of an "integrative" classroom rating scale.

INSTRUMENT ABSTRACT FORM #62

(Our criteria # in parentheses)

Title: Ilyin Oral Interview

Category: __X__Speaking __X__Listening Integrative

Age Range: Secondary through adult

Date of Construction: 1976 (rev. ed.)

Available from: Newbury House Publishers, Inc.
54 Warehouse Lane
Bowley, MA 01969

Purpose of Instrument: To place students in ESL classes; to place students in jobs suitable to language skills; to identify people who can communicate orally but may not be able to read or write English; to show achievement gains in oral communicative skills; to correlate performance on test of oral skills with tests of performance on reading and writing skills; to provide diagnostic information.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Responses do not require writing. Student must be able to read simple pictures, days of week and clocktime. Aurally, student must understand basic question words, sentence patterns rhythm and intonation patterns using noun, verb, and modification structures taught in first stages of ESL programs.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

Instrument provides measure of overall intelligibility plus diagnostic information for placement in ESL beginning and intermediate level classes.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

This is not discussed in the specimen set reviewed. Sample items indicate instrument is free of these biases.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

No. They are suitable for a different target population -- persons for whom English is a second language. Materials are easy to understand providing student can do those tasks described under items #1 and #2 above. Responses are scored

(cont. on next page)

for accuracy of information communicated and for certain English usage, and structure. Manual indicates students have a considerable latitude in responding and can use whatever English they have learned which fits the controlled situation. Partial credit is given for students who understand the question but cannot give a totally grammatical response.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Generally, yes. Examiner does influence response through intonation and gestural cues; but adequate instructions are given.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

This is a one-on-one interview. One examiner is needed. Time required is not indicated. Contains two alternate forms, Bill and Tom, each with 50 similar items. It contains an option for using 30 of the 50 items. Items progress in difficulty. Requires test and manual ($13.95) and scoring sheets (50 for $4.50). Instructions indicate individual should leave with feeling of success. Administration time can be reduced when frustration level is reached.

Type of test _____criterion referenced __X__norm referenced

Normative data: At present patterns of scores and tentative placement levels are emerging, but these levels and norms are tentative. Initial comparisons of scores on this test with scores on other ESL and EFL tests are provided for suggested placement.

Validity data (#9 & 10): The authors claim correlations with other measures of aural proficiency show a marked relationship. Also when various levels within the same school were tested, test means were higher for higher level classes than for the next level classes. But since the interview is new it is impossible to predict success in an English class or vocational work. With regard to content validity, this is an integrative test that taps four listening and eight speaking competencies.

Reliability data (#8): Reliability figures on experimental and first edition were high, ranging from .86 to .98.

Related documents and bibliography: Olsen, J. and Olsen, R. Adapting the Ilyn Oral Interview to a Mass Listening Test. Unpublished paper presented at the convention of Teachers of English to Speakers of Other Languages, New York, March 1976. (ERIC Document Reproduction Service No. ED 12111).

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: X

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: X

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions: X

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions: X

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: X

2. Speak loudly enough to be heard by a listener or group of listeners: X

3. Speak at rate listener can understand: X

4. Say words distinctly: X

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought: X

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage: X

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information: X

13. Describe objects, events, and experiences: X

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes] No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes] No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes [✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
3	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
2	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers):
	(11)		Listening (Note test item numbers):
12	(25)		Integrative (Note test item numbers): Review specimen does not permit detailed item analysis
3	(3)	11	Administration procedures are detailed and standardized.
3	(3)	12.	Instrument is not likely to induce undue stress.
1	(3)	13.	Instrument is cost and time effective.
2	(3)	14.	Instrument involves simple equipment.
1	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 22
c. Criterion 10 (enter total points for appropriate test

Speaking ________
Listening ________
Integrative 12

CHECK ONE: Instrument approval recommended ________
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #63

(Our criteria # in parentheses)

Title: NAEP Speaking and Listening Field Tests

Category: X Speaking X Listening

Date of Construction: June, 1976

Age Range: Secondary school - 17 year olds

Available from: Dr. Nancy Mead
National Assessment of Educational Progress
1860 Lincoln Street
Denver, CO 80295

Purpose of Instrument: To assess listening and speaking competencies of secondary school students in five areas: informing, controlling sharing feelings, ritualizing, communicating attitudes.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> No. Speaking skills are tested indirectly; listening skills directly. This is a paper-pencil multiple choice test that requires ability to read. Audio tapes are used as stimuli in listening test. Readability of stimulus materials ranges from 5th grade to college level.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> No. Instrument focuses on correctness of response.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> As much as possible. A study of differing responses of minority and nonminority students to listening items showed differences due to verbal ability and not to racial/ethnic bias in the items.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> Target population is 17 year olds, too old for our purposes. Item analyses have rejected items that are not clear. Test stresses correct responses, hence does not emphasize range of responses.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

> Yes. Both speaking and listening tests are relatively standardized.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

> This is a field test. It is not fully developed yet. Cost and time required are not known to reviewer. The only equipment necessary is audio tapes plus usual test booklets and response sheets. Stress factor approximates that of other national "standardized" tests.

Type of test __X__ criterion referenced _____ norm referenced

Normative data: The listening test revealed significant point biserial correlations between responses of minority and nonminority students. These correlations are reported in the last two documents cited below and are attributed to differences in verbal ability. Mean listening scores for two forms are 59.5 and 55.9 percent correct with standard deviations of 4.86 and 5.51 respectively. Intercorrelations for listening ability, verbal ability and minority status are available.

Validity data (#9 & 10): Validity derives from domain specification and use of content experts described inrelated documents below. Test matches seven of our listening competencies and six of our speaking competencies.

Reliability data (#8): Overall reliability is not reported. Reliability of two listening forms (using Hoyt's measure of internal consistency) is .78 and .73 respectively.

Related documents and bibliography: Mead, N. M. *Issues Related to a National Assessment of Speaking and Listening Skills*. Paper presented at the annual meeting of the Speech Communication Association, Washington, D.C., December, 1977.

Mead, N. M. *Issues Related to Assessing Listening Ability*. Paper presented at the annual meeting of the American Educational Research Association, Toronto, March, 1978.

Mead, N. M. *Assessing Listening Ability: Relationships with Verbal Ability and Racial/Ethnic Bias*. Paper presented at the annual meeting of the Speech Communication Association, Minneapolis, November, 1978.

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker:

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas:

4. Identify and understand main ideas: G1D; I1D

5. Associate important details with main ideas: G1A,B,C,F,L; H2A,B,D; H3A,B; I1A,B,E; J1A, B, D; J2A,B,D; J3A,B,D.

6. Understand description of events and experiences: H2A-D; H3A-D.

7. Understand speaker's purpose: H2C; H3C; J1C, J2C; J3C

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions: G1E,H,N;H3D;I1C,F,G

10. Recognize when words and phrases are used to convince or persuade: I1A-G; J1A-D; J2A-D; J3A-D

11. Follow straightforward directions: H1A-H

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation: A10, 11; B1, 2, 3, 4, 5, 6, 7, 8

7. State main ideas clearly: A7

8. Support main ideas with important details: A12, 13, 14, 15, 16, 17; C1, 2, 5; C9A-F; C10 A-I

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose: all of A, B, C, D

12. Ask for and give straightforward information: B9, 10, 11, 12, 14, 13, 15, 16

13. Describe objects, events, and experiences: B 17, 18, 19

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
Yes	[✓ No]	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes	[✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
2	(3)	5.	Instrument emphasizes application of skills in familiar situations.
0	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
2	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers): see skills checklist for items from packages A,B,C,D.
	(11)		Listening (Note test item numbers): see skills checklist for items from packages G,H,I,J.
6S+7L=13	(25)		Integrative (Note test item numbers):
2	(3)	11.	Administration procedures are detailed and standardized.
1	(3)	12.	Instrument is not likely to induce undue stress.
2	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
2	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 18
c. Criterion 10 (enter total points for appropriate test

Speaking ______
Listening ______
Integrative 13

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

This instrument approaches what we need especially in listening (speaking is tested indirectly). With further development keyed to our competencies, this instrument might be adopted. Of the listening domains we have identified, this instrument emphasizes listening to determine purpose and organization. It ignores listening for aspects of delivery.

INSTRUMENT ABSTRACT FORM #64

(Our criteria # in parentheses)

Title: Palo Alto Group Therapy Scales

Category: __X__ Speaking __X__ Listening

Date of Construction: 1954

Age Range: Adult

Available from: See "Related documents" below

Purpose of Instrument: To assess the adequacy of an individual's interpersonal relationships in a group-therapy setting. It contains 58 brief behavior descriptions that are used to describe behavior in human contact, anxiety, empathy and cooperation.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Yes.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

It includes speaking and listening together with many other behaviors.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

The behaviors listed will give a broad picture of the target population. They are clearly understandable.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

The procedure is easy to learn and simple to use. One can code 8-10 people's behavior per hour.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 11, 12, & 14)

The instrument has little cost associated with it; no equipment necessary; and there is little associated stress. Rater observes behavior as it occurs in a group setting. Time is flexible.

Type of test _\-\-__criterion referenced _\-\-__norm referenced

Normative data: No norms are provided but the instrument compares well with other scales of a similar type that are normed.

Validity data (#9 & 10):

Reliability data (#8): The reliability is moderate to good. Inter-observer reliability is the weakest because of different types of groups used. Relability ranges between .50 - .90.

Related documents and bibliography: Finner, B. C. A scale to measure interpersonal relationships in group psychotherapy. Group Psychotherapy, 1954, 52-56.

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker:

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: #4, #35

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences: #40, #55

7. Understand speaker's purpose: #26

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: #48

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint: #19

Items indicated tap the skill in an insufficient manner, but can be used as examples.

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes] No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes] No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes] No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
2	(3)	5.	Instrument emphasizes application of skills in familiar situations.
2	(3)	6.	Instrument allows for optional settings.
3	(3)	7.	Instrument allows for a range of responses.
2	(3)	8.	Instrument is reliable.
2	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers): #48, #19
	(11)		Listening (Note test item numbers): #'s 1, 4, 26, 35, 40, 55
2S+3L=5	(25)		Integrative (Note test item numbers):
3	(3)	11.	Administration procedures are detailed and standardized.
3	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
1	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No

b. Criteria 5 through 9 and 11 through 15 (enter total points) 24

c. Criterion 10 (enter total points for appropriate test

Speaking ____

Listening ____

Integrative 5

CHECK ONE: Instrument approval recommended ____

Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #65

(Our criteria # in parentheses)

Title: Comprehensive Test of Basic Skills: Form S - Levels A, C, 2, and 4; Auditory Discrimination and Language Expression

Category: __X__Speaking __X__Listening

Date of Construction: c. 1973,1974

Age Range: Grades K.0-1.3. Level A=K.0-1.3; B=K.6-1.9; C=1.6-2.9; I=2.5-4.9; 2=4.5-6.9; 3=6.5-8.9; 4=8.5-12.9

Available from: CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

Purpose of Instrument: To measure the extent to which individual students have developed the capabilities and learned the skills that are prerequisite to studying and learning in subject matter courses and necessary for functioning in a society based on daily use of language and number. Level A is a prereading test that includes subtests of alphabet skills and visual auditory discrimination. The latter tests listening for information and language. these tests were reviewed. Levels C and 1 through 4 include tests of science, social studies and reference skills. Only the language expression portion of the language tests was reviewed.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> No. On Level A the test requires no reading ability, but considerable reading is required on higher levels. Also language expression concepts and principles that are tested have writing as a primary focal point.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> No. This is a standardized achievement test battery that provides data on student ranking, grade equivalents, and stanines.

Is the instrument free from sexual, cultural, racial or ethnic bias? (#3)

> The Test Coordinator's Handbook describes three procedures that were used in this edition to reduce bias: analyzing item data on separate minority groups and eliminating items that appeared to be biased; having minority consultants review the tests for content bias; and studying performance of different groups to determine the degree of bias remaining.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

Yes, this edition has been revised for present day students. Items are clear, but students must respond with correct answers.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

The test is well standardized, but Level A is greatly dependent on examiner's skill in reading aloud.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

The listening for information test on Level A contains 16 items and requires 20 minutes. The examiner reads the stimulus to the student, and the student selects, from four pictures, the picture that matches the stimulus. The language test on Level A contains 22 items and requires 20 minutes. The examiner reads a sentence aloud, and the student must indicate whether the sentence is correctly or incorrectly phrased. The number of items and time required on the language expression test for Levels C and 1 through 4 are as follows:

Level	Items	Time
C	22	15
1	30	24
2-4	35	27

On Level C, the language expression test measures the student's ability to recognize or use standard English. The student reads a sentence and selects a missing word that correctly completes the sentence. On Levels 2-4 the test measures standard English usage, diction, economy and clarity of expression, and skill in organization through multiple-choice items. Necessary equipment is similar to that required for national standardized tests: test booklets, answer sheets, scoring manual, examiner's handbook, etc.

Type of test _____criterion referenced __X__norm referenced

Normative data: The test was normed in the 1972-73 school year on a sample of 130,000 students in grades K through 12 in public and Catholic schools within the 50 states.

Validity data (#9 & 10): Specific technical data on validity and reliability were not included in

Reliability data (#8): the specimen set sent for review. Two technical bulletins are available for persons who wish to make an in-depth analyses of the battery's statistical characteristics.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: Level A, test 3, items 1-4, 8-10, 13-16.

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: Level A, test 3, items 1-4, 8-10, 13-16

4. Identify and understand main ideas:

5. Associate important details with main ideas: Level A, test 3, items 5, 7, 12

6. Understand description of events and experiences: Level A, test 3, items 6, 11

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions: Level A, test 3, items 6, 11

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: Level 2, test 5, items 41-44; Level 4, test 5, items 46-50
2. Speak loudly enough to be heard by a listener or group of listeners:
3. Speak at rate listener can understand:
4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought: Level 2, test 5, items 45-49; Level 4, test 5, items 41-45
6. Organize main idea for presentation: Level 2, test 5, items 50-55; Level 4, test 5, items 51-55.
7. State main ideas clearly: Level 2, test 5, items 50-55; Level 4, test 5, items 51-55.
8. Support main ideas with important details: Level 2, test 5, items 50-55; Level 4, test 5, items 51-55.
9. Demonstrate knowledge of standard English usage: Level A, test 7, items 1-22; Level C, test 4, items 1-22; Level 2, test 5, items 21-40; Level 4, test 5, items 21-40

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:
11. Speak so listener understands purpose:
12. Ask for and give straightforward information:
13. Describe objects, events, and experiences:
14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possiole.

RATING		CRITERIA
[✓ Yes] Listening	[✓ No] Speaking	1. Stimulus materials require respondent to perform as a speaker/listener.
Yes	[✓ No]	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
2	(3)	5. Instrument emphasizes application of skills in familiar situations.
1	(3)	6. Instrument allows for optional settings.
1	(3)	7. Instrument allows for a range of responses.
?	(3)	8. Instrument is reliable.
?	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
	(14)	Speaking (Note test item numbers):
	(11)	Listening (Note test item numbers):
5L+6S=11	(25)	Integrative (Note test item numbers): see attached checklist
3	(3)	11. Administration procedures are detailed and standardized.
2	(3)	12. Instrument is not likely to induce undue stress.
3	(3)	13. Instrument is cost and time effective.
3	(3)	14. Instrument involves simple equipment.
3	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 18
c. Criterion 10 (enter total points for appropriate test

Speaking ________
Listening ________
Integrative 11

CHECK ONE: Instrument approval recommended ________
Instrument approval not recommended x

INSTRUMENT ABSTRACT FORM #66

(Our criteria # in parentheses)

Title: English Language Testing Project for the Bureau of Indian Affairs

Category: __X__ Speaking __X__ Listening

Date of Construction: c. 1969

Age Range: American Indian children (grades 3-7)

Available from: Dr. Eugene J. Briere, English Language Testing Project, 2140 Westwood Blvd., Los Angeles, CA 90024 or Assistant Commissioner for Education, Bureau of Indiana Affairs, 1951 Constitution Avenue, N. W. Washington, D.C. 20242 Attn: Curriculum Division

Purpose of Instrument: Includes (1) three oral-aural techniques to measure proficiency in perception and production of spoken English; (2) two techniques for testing proficiency in listening comprehension.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

Listening tests involve (1) taped stimuli which require choosing among illustrations of the statement and (2) taped conversations and questions which are repeated in the test booklet. Speaking test requires repetition, restatement, and explanation of differences.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

Yes.

Is the instrument free from sexual, cultural, racial or ethnic bias? (#3)

Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

Yes.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 11, 12 & 14)

No information available.

Type of test ____criterion referened __X__norm referenced

Normative data:

Validity data (#9 & 10): Referenced

Reliability data (#8):

Related documents and bibliography: ERIC Document ED 034 971.

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: X

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: X

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: ?

2. Speak loudly enough to be heard by a listener or group of listeners: ?

3. Speak at rate listener can understand: ?

4. Say words distinctly: ?

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought: X

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences: X

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes] No	1.	Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes] No	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes] No	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
1	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
3	(3)	7.	Instrument allows for a range of responses.
0	(3)	8.	Instrument is reliable.
0	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
	(14)		Speaking (Note test item numbers): 5, 13
	(11)		Listening (Note test item numbers): 1, 3
4	(25)		Integrative (Note test item numbers):
0	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
1	(3)	13.	Instrument is cost and time effective.
1	(3)	14.	Instrument involves simple equipment.
0	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 9
c. Criterion 10 (enter total points for appropriate test

Speaking ____
Listening ____
Integrative 4

CHECK ONE: Instrument approval recommended ____
Instrument approval not recommended x

INSTRUMENT ABSTRACT FORM #67

(Our criteria # in parentheses)

Title: Flanders System of Interaction Analysis

Category: X Speaking X Listening

Age Range:

Date of Construction: 1966

Available from: Far West Laboratory Inc.
Educational Research and Development
San Francisco, CA

Purpose of Instrument: It is the most widely used of the classroom interaction observation systems. It doesn't fit any of our skills but is included here because the observation procedure could be adapted to speaking and listening skills.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

> Yes, but the skills observed are different from our basic skills.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> Yes.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

> Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> The instrument was not designed for our target population. It is clearly understandable and does allow for a range of responses.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 11, 12 & 14)

Type of test _____criterion referenced _____norm referenced

Normative data:

Validity data (#9 & 10):

Reliability data (#8):

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker:

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas:

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
[✓ Yes]	No	1. Stimulus materials require respondent to perform as a speaker/listener.
[✓ Yes]	No	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
[✓ Yes]	No	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
2	(3)	5. Instrument emphasizes application of skills in familiar situations.
2	(3)	6. Instrument allows for optional settings.
2	(3)	7. Instrument allows for a range of responses.
2	(3)	8. Instrument is reliable.
2	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
0	(14)	Speaking (Note test item numbers):
0	(11)	Listening (Note test item numbers):
0	(25)	Integrative (Note test item numbers):
3	(3)	11. Administration procedures are detailed and standardized.
3	(3)	12. Instrument is not likely to induce undue stress.
3	(3)	13. Instrument is cost and time effective.
3	(3)	14. Instrument involves simple equipment.
1	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) [✓ Yes] No
b. Criteria 5 through 9 and 11 through 15 (enter total points) 23
c. Criterion 10 (enter total points for appropriate test
Speaking ______
Listening ______
Integrative ______

CHECK ONE: Instrument approval recommended ______
Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #68

(Our criteria # in parentheses)

Title: Introduction to Speech Communication

Category: __X__Speaking __X__Listening

Date of Construction: 1977 or before

Age Range: Adult (credit-by-examination test for military personnel). Designed to cover the equivalent of a three semester hour course.

Available from:
Educational Test Consultants
3709 Deerpath Road
Middleton, WI 53562

Purpose of Instrument:

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#'s 1 and 2)

No.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

No.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

No.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 11, 12 & 14)

110 multiple choice examination requiring pencil, test booklet, response form.

Type of test _____criterion referenced _____norm referenced

Normative data:

Validity data (#9 & 10):

Reliability data (#8):

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker:

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas:

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
Yes	[✓ No]	1. Stimulus materials require respondent to perform as a speaker/listener.
Yes	[✓ No]	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
	(3)	5. Instrument emphasizes application of skills in familiar situations.
	(3)	6. Instrument allows for optional settings.
	(3)	7. Instrument allows for a range of responses.
	(3)	8. Instrument is reliable.
	(3)	9. Instrument demonstrates concurrent validity.
		10. Instrument demonstrates content validity.
	(14)	Speaking (Note test item numbers):
	(11)	Listening (Note test item numbers):
	(25)	Integrative (Note test item numbers):
	(3)	11. Administration procedures are detailed and standardized.
	(3)	12. Instrument is not likely to induce undue stress.
	(3)	13. Instrument is cost and time effective.
	(3)	14. Instrument involves simple equipment.
	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) ________
c. Criterion 10 (enter total points for appropriate test

Speaking ________
Listening ________
Integrative X

CHECK ONE: Instrument approval recommended ________
Instrument approval not recommended ________

INSTRUMENT ABSTRACT FORM #69

(Our criteria # in parentheses)

Title: Metropolitan Achievement Tests

Category: __X__ Speaking __X__ Listening

Date of Construction: 1978 edition

Age Range: Grades K-12: Preprimer=K.0-K.5; Primer=K.5-1.4; Primary 1=1.5-2.4; Primary 2=2.5-3.4; Elementary=3.5-4.9; Intermediate=5.0-6.9; Advanced 1=7.0-9.9; Advanced 2= 10.0-12.9

Available from: The Psychological Corporation
757 Third Avenue
New York, New York 10017

Purpose of Instrument: To provide a complete system of norm referenced and criterion referenced achievement tests in reading comprehension, mathematics, language, social studies and science. The language tests, the focus of this review, includes items measuring listening comprehension, grammar and syntax, spelling, study skills, punctuation and capitalization and usage.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc.)? (#s 1 and2)

At the pre-primer, primary and elementary levels, yes. Listening skills are distinguished from other skills. Above the elementary level, listening disappears, and standard usage is presented in the context of writing.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

The tests go beyond this to provide diagnostic and predictive information.

Is the instrument free from sexual, cultural, racial or ethnic bias? (#3)

Presumably ethnic and sex biased items were eliminated by a panel of minority educators and statistical analysis. Content is also balanced according to gender and role.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 4, 6, 7, 15)

They are suitable for the target population and are clear. The test is scored for correct answers.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

> The listening items at the lower levels are read aloud by the teacher. For the most part instructions are sufficiently detailed.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

> Generally the language items are multiple choice. At the lower levels the child marks the picture that best answers the question. At higher levels typical multiple choice items are presented. The time for the language test varies from 10 minutes at the primary level to 50 minutes at the advanced level.

Type of test __X__ criterion referenced __X__ norm referenced

Normative data: A great deal of technical information accompanies the test. Ample normative data are available. The test was normed in the 1977-78 school year on a population of 550,000 students.

Validity data (#9 & 10): A compendium of instructional objectives to which the test items are keyed is presented to support content validity.

Reliability data (#8): The Reliability estimate for the complete battery is .98.For the language test it is .92.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: Preprimer Form JS, Language items 1-24. Primary Form JS, language items 1-9.

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: Preprimer Form JS, Language items 1-24. Primary Form JS, language items 1-9.

4. Identify and understand main ideas:

5. Associate important details with main ideas: Preprimer Form JS, language items 1-24. Primary Form JS, language items 1-9. Elementary Form JS, language items 1-5.

6. Understand description of events and experiences: Preprimer Form JS, language items 1-24. Primary Form JS, language items 1-9.

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations.

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions: Preprimer Form JS, language items 1-24. Primary Form JS, language items 1-9.

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation:

2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage: Primary Form JS, language items 10-16. Elementary Form JS, language items 37-45. Intermediate Form JS, language items 19-28. Advanced Form JS, Common Uses of Spoken Messages language items 1-22.

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING			CRITERIA
[✓ Yes]	[✓ No]	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes	[✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4.	Instrument assesses presence/absence of skills.

Earned Points	Possible Points		
2	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
1	(14)		Speaking (Note test item numbers):
	(11)		Listening (Note test item numbers):
1S+5L=6	(25)		Integrative (Note test item numbers): see attached checklist
2	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
3	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]
b. Criteria 5 through 9 and 11 through 15 (enter total points) 23
c. Criterion 10 (enter total points for appropriate test

Speaking ______

Listening ______

Integrative 6

CHECK ONE: Instrument approval recommended ______

Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #70

(Our criteria # in parentheses)

Title: School and College Ability Tests: SCAT Series II, Forms 1A, 2A, 3A, 4A*

Category: __X__Speaking __X__Listening

Date of Construction: c. 1973 (first normed and standardized in 1966)

Age Range: 4A=grades 3.5-6; 3A=6.5-9; 2A=9.5-12; 1A=13-14

Available from: Addison-Wesley Testing Service
Reading, MA 01867

Purpose of Instrument: To measure verbal and quantitative ability at four different levels.

Does the instrument clearly distinguish speaking and listening skills from other skills and/or variables (for example, reading, writing, anxiety, attitudes, knowledge, etc)? (#'s 1 and 2)

No. The test measures general verbal ability through verbal analogies.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

No. The tests are used as a measure of ability to succeed in future academic work.

Is the instrument free from sexual, cultural, racial, or ethnic bias? (#3)

Yes, it appears to be.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

They are keyed to the general target population and are clear. Test is scored for correct responses.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

Yes. The test is standardized.

---

*A specimen set of SCAT III, dated 1979, was also received. Only the test forms were included. Since the forms indicate the same test format of SCAT II, a separate review was not completed.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

The verbal items are word analogies based on this form:
Minute:second::

A time: clock
B mile: travel
C hour: measure
D foot: inch

There are 50 such items.

Type of test _____criterion referenced __X__norm referenced

Normative data: An 86 page "Handbook" provides extensive normative, validity and reliability data. The 1970 norms are based on a population of 91,507 students in public schools and 13,415 in Catholic schools.

Validity data (#9 & 10): Predictive validity is of primary importance. Statistics indicated SCAT Series II tests can be useful as predictors of academic success.

Reliability data (#8): Reliabilities of total scores are at least .90 in all grades; and the reliabilities of the verbal and quantitative scores are at least .83.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker: X verbal part, 50 items

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: X verbal part, 50 items

4. Identify and understand main ideas:

5. Associate important details with main ideas:

6. Understand description of events and experiences:

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions:

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: X
   verbal part, 50 items
2. Speak loudly enough to be heard by a listener or group of listeners:
3. Speak at rate listener can understand:
4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:
6. Organize main idea for presentation:
7. State main ideas clearly:
8. Support main ideas with important details:
9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:
11. Speak so listener understands purpose:
12. Ask for and give straightforward information:
13. Describe objects, events, and experiences:
14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
Yes [✓ No]	1.	Stimulus materials require respondent to perform as a speaker/listener.
Yes [✓ No]	2.	Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes] No	3.	Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes [✓ No]	4.	Instrument assesses presence/absence of skills. 8

Earned Points	Possible Points		
1	(3)	5.	Instrument emphasizes application of skills in familiar situations.
1	(3)	6.	Instrument allows for optional settings.
1	(3)	7.	Instrument allows for a range of responses.
3	(3)	8.	Instrument is reliable.
3	(3)	9.	Instrument demonstrates concurrent validity.
		10.	Instrument demonstrates content validity.
____	(14)		Speaking (Note test item numbers):
____	(11)		Listening (Note test item numbers):
3	(25)		Integrative (Note test item numbers):
3	(3)	11.	Administration procedures are detailed and standardized.
2	(3)	12.	Instrument is not likely to induce undue stress.
3	(3)	13.	Instrument is cost and time effective.
3	(3)	14.	Instrument involves simple equipment.
2	(3)	15.	Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]

b. Criteria 5 through 9 and 11 through 15 (enter total points) 22

c. Criterion 10 (enter total points for appropriate test

Speaking ______

Listening ______

Integrative 3

CHECK ONE: Instrument approval recommended ______

Instrument approval not recommended X

INSTRUMENT ABSTRACT FORM #71

(Our criteria # in parentheses)

Title: Short Form Test of Academic Aptitude (SFTAA): Vocabulary and Memory Tests, Levels 1-5

Category: __X__Speaking __X__Listening

Date of Construction: c. 1974; originally developed as the California Test of Mental Maturity in the mid 1930's

Age Range: Level 1=grades 1.5-3.4; Level 2=3.5-4.9; Level 3=5.0-6.9; Level 4=7.0-9.9; Level 5=9.0-12.9

Available from: CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940

Purpose of Instrument: To assess the level of intellectual development attained by a student and to predict his/her potential rate of progress and level of success in school. The battery consists of four subtests, two of language and two of nonlanguage. The language tests measure vocabulary and memory (recalling facts stated or implied and making inferences based on a story that is read aloud). The nonlanguage tests measure ability to recognize analogic relationships and comprehension of patterns, rules or principles. Only the language tests were reviewed. Only Levels 1 and 4 were reviewed in the review specimen packet.

Does the instrument focus on the presence or absence of a speaking or listening skill? (#4)

> No. The test attempts to predict potential rate of progress and success in school.

Is the instrument free from sexual, cultural, racial or ethnic bias? (#3)

> Yes. It appears to be.

Are the situations and/or foils in the instrument suitable for the target population, clearly understandable, and allow for an acceptable range of responses? (#'s 5, 6, 7, and 15)

> They are suitable for the target population and are clear. Examinees must respond correctly, however. A range of responses is not permitted.

Are procedural instructions detailed enough so that student responses are not dependent upon administrator skills in administering the instrument? (#11)

> The test is well standardized; but the delay between the passage read aloud and the opportunity to respond to items about the passage may be confusing to examinees.

Physical description of testing procedure including time required, cost, equipment necessary, and stress factors. (#'s 12, 13 & 14)

> The vocabulary subtest contains twenty-five items that require the student to recognize a synonym (or a word closely related) of a stimulus word. It takes six to seven minutes. The memory test is a six to eight minute test of twenty multiple choice items the student answers questions about a story that was previously read aloud by the examiner. The story is read aloud at the beginning of the entire battery, but the student answers memory questions at the end of the battery. Hence sixty-five items and twenty-two minutes after the story is read, the student begins to respond to the memory questions. While this last subtest is similar to listening subtests on other standardized tests, it is probably labeled correctly as a test of memory.
>
> As a paper-and-pencil test, this test requires the usual equipment: test booklets, answer sheets, examiner's manual, test coordinator's handbook, and technical manual.

Type of test _____criterion referenced __X__norm referenced

Normative data: A 69 page technical report provides extensive normative, validity and reliability data. The test was standardized on a national sample of 197,912 students in grades 1 through 12.

Validity data (#9 & 10): Correlations with the California Test of Mental Maturities, the California Achievement Tests, and the Comprehensive Tests of Basic Skills are provided. This test taps one speaking skill and three listening skills.

Reliability data (#8): Vocabulary reliabilities range from .79 - .90. Memory reliabilities range from .71-.87.

Related documents and bibliography:

LISTENING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the listening skills listed below.

Basic Listening Skills

1. Recognize words and phrases used by the speaker:

2. Indicate why the speaker can or cannot be understood:

Understanding What You Hear

3. Understand spoken words and ideas: Level 1, items 66-85. Level 4, items 66-85.

4. Identify and understand main ideas:

5. Associate important details with main ideas: Level 1, items 66-85. Level 4, items 66-85.

6. Understand description of events and experiences: Level 1, items 66-85. Level 4, items 66-85.

7. Understand speaker's purpose:

Using What You Hear

8. Understand and respond to survival words in emergency situations:

9. Summarize information and draw conclusions:

10. Recognize when words and phrases are used to convince or persuade:

11. Follow straightforward directions.

SPEAKING BASIC SKILLS CHECKLIST

Indicate the item numbers that correspond to the speaking skills listed below.

Basic Oral Communication Skills

1. Use vocabulary and phrases appropriate to the situation: Level 1, items 1-25; level 4, items 1-25. These items test knowledge of synonyms, not appropriateness of words to the situation.
2. Speak loudly enough to be heard by a listener or group of listeners:

3. Speak at rate listener can understand:

4. Say words distinctly:

Planning, Developing, and Stating Spoken Language

5. Use words in an order that clearly expresses the thought:

6. Organize main idea for presentation:

7. State main ideas clearly:

8. Support main ideas with important details:

9. Demonstrate knowledge of standard English usage:

Common Uses of Spoken Messages

10. Use survival words to cope with emergency situations:

11. Speak so listener understands purpose:

12. Ask for and give straightforward information:

13. Describe objects, events, and experiences:

14. Question other's viewpoint:

INSTRUMENT RATING SCALE

Criteria 1 through 4 are evaluated on a dichotomous scale. Circle "yes" or "no" for each criterion. Criteria 5 through 9 and 11 through 15 are evaluated on a scale of 0 (-) to 3 (+). Indicate the score for each criterion in the space provided. Criterion 10 is evaluated on a variable scale that corresponds with the number of competencies as follows: 0 to 14 for speaking tests; 0-11 for listening tests; 0-25 for tests that assess both speaking and listening. Thus, for each of these kinds of tests determine the number of competencies that are covered and enter that number in the space provided to the left. To the right, indicate the specific test item numbers that match the competencies whenever possible.

RATING		CRITERIA
Yes	[✓ No]	1. Stimulus materials require respondent to perform as a speaker/listener.
Yes	[✓ No]	2. Instrument distinguishes speaking and listening performance from reading and writing ability.
[✓ Yes]	No	3. Instrument is free of sexual, cultural, racial, ethnic content and/or stereotyping.
Yes	[✓ No]	4. Instrument assesses presence/absence of skills.

Earned Points	Possible Points	
2	(3)	5. Instrument emphasizes application of skills in familiar situations.
1	(3)	6. Instrument allows for optional settings.
1	(3)	7. Instrument allows for a range of responses.
3	(3)	8. Instrument is reliable.
3	(3)	9. Instrument demonstrates concurrent validity.
	(14)	10. Instrument demonstrates content validity. Speaking (Note test item numbers):
	(11)	Listening (Note test item numbers):
1S+3L=4	(25)	Integrative (Note test item numbers):
2	(3)	11. Administration procedures are detailed and standardized.
2	(3)	12. Instrument is not likely to induce undue stress.
3	(3)	13. Instrument is cost and time effective.
3	(3)	14. Instrument involves simple equipment.
3	(3)	15. Instrument is suitable for our target population.

To recommend approval, instrument should receive: (a) a "yes" rating on each criterion, 1 through 4; (b) no fewer than a total of 18 points on criteria 5 through 9 and 11 through 15; (c) no

fewer than 10 points for a speaking test or 8 points for a listening test or 18 points for a test of both speaking and listening on criterion 10.

SUMMARY RATING

a. Criteria 1 through 4 (circle one) Yes [✓ No]

b. Criteria 5 through 9 and 11 through 15 (enter total points) 23

c. Criterion 10 (enter total points for appropriate test

Speaking ____

Listening ____

Integrative 4

CHECK ONE: Instrument approval recommended ____

Instrument approval not recommended X

APPENDIX B

1978-1979 SURVEY OF THE STATUS OF SPEECH COMMUNICATION EDUCATION IN MASSACHUSETTS

PUBLIC SECONDARY SCHOOLS

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University of Massachusetts
with
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University of Massachusetts

This survey is one of a number of state surveys taking place simultaneously across the nation. It is modeled after a survey of speech communication education in Michigan secondary schools (see footnote #3) by Professors Book and Pappas to allow comparisons and to note national trends in a forthcoming publication on the status of speech communication education in secondary schools. The publication is being sponsored by the Speech Communication Association and is being authored by Professors Book and Pappas.

Questionnaires were sent to 289 public secondary schools[2] including academic regional schools and vocational-technical regional schools. Of the schools contacted, 217 (75%) responded. One hundred sixteen schools (53.5%) indicated the existence of a speech program, and 101 schools (46.5%) reported that no speech program existed in their schools.

The results that follow report the status of speech communication education in those schools that indicated the existence of a speech program. Results are reported under six major headings: the schools; the curriculum-basic course; the curriculum-basic course textbooks; the curriculum-additional courses; extra-curricular activities; the teaching staff.

THE SCHOOLS

1. Class Size of Schools with Speech Programs[3]

Class Size	No. Schools	% of Schools with Program
Class A (over 1458)	41	35.3%
Class B (1457-723)	56	48.3%
Class C (722-371)	17	14.7%
Class D (under 371)	1	.9%
Class Size Unknown	1	.9%

The average size of schools reporting a speech program was 1,332 students.

2. Class Size of Schools with No Speech Programs

Class Size	No. Schools	% of Schools without Program
Class A (over 1458)	23	22.8%
Class B (1457-723)	52	51.5%
Class C (722-371)	16	15.8%

(continued on next page)

Class D (under 371)	7	6.9%
Class Size Unknown	3	3.0%

The average size of schools reporting no speech program was 1,084 students.

The relationship between size of school and existence or absence of a speech program is not statistically significant at the .05 level.

THE CURRICULUM: BASIC COURSE

3. Length of Basic Course

Duration	No. Schools	% of Schools with Program
Semester	74	63.8%
Year	16	13.8%
Other	26	22.4%

4. Duration of Basic Course in Each Class of School

Class Size	Semester	Year	Other
Class A	26 63.4%	9 22%	6 14.6%
Class B	34 60.7%	7 12.5%	15 26.8%
Class C	14 82.4%	0 0%	3 17.6%
Class D	0 0%	0 0%	1 100%
Unknown	0 0%	0 0%	1 100%

The relationship between size of school and duration of the basic course is not statistically significant at the .05 level.

5. Frequency of Basic Course Offering

Frequency	No. Schools	% of Schools with Program
Each Semester	41	35.3%
Each Year	49	42.2%
Other	21	18.1%
No Response	5	4.3%

6. Frequency of Basic Course Offering in Each Class of School

Class Size	Semester	Year	Other	No Response
Class A	13 31.7%	18 43.9%	9 22.0%	1 2.4%
Class B	20 35.7%	21 37.5%	1 19.6%	4 7.1%
Class C	8 47.1%	8 47.1%	1 5.9%	0 0%
Class D	0 0%	1 100%	0 0%	0 0%
Unknown	0 0%	1 100%	0 0%	0 0%

The relationship between size of school and frequency of basic course offering is not statistically significant at the .05 level.

7. Grade Level at which Basic Course is Available

Grade	No. Schools	% of Schools with Program
7	0	--
8	1	.9%
9	9	7.8%
10	15	12.9%
11	2	1.7%
12	5	4.3%
7-9	2	1.7%
10-12	66	56.9%
7-12	16	13.8%

8. Required/Elective Status of Basic Course

	No. Schools	% of Schools with Program
Required	37	31.9%
Elective	76	65.5%
Blank	3	2.6%

9. Average Number of Students Per Section of Basic Course

Range: 6 students through 30 students
Mode: 20 students per section (in 24--20.7%--of schools)
25 students per section (in 23--19.8%--of schools)
15 students per section (in 16--13.8%--of schools)
Mean: 19.94 students/section
63.8% of schools have 20 or more students per section

Eighty six schools (74.1%) indicated the Basic Course was taught five days per week. Fourteen schools (12.1%) indicated the Basic Course was taught four days per week.

10. The Number of Classes (Sections) of the Basic Course Offered Each Semester or Quarter

Range: 1 class to 9 classes
Mode: 45 schools (38.8%) indicated only 1 section is offered each semester/quarter
21 schools (18.1%) indicated 2 sections are offered each semester/quarter
10 schools (8.6%) indicated 3 sections are offered each semester/quarter
9 schools (7.8%) indicated 9 sections are offered each semester/quarter

11. Length (in minutes) of Class Periods ranged from 40 to 60, with a mean and mode (26 schools--22.4%--) of 45 minutes.

12. Description of Basic Course: Primarily

Description	No. Schools	% of Schools with Program
Public Speaking	18	15.5%
Interpersonal Communication	3	2.6%
Activities (debate, discussion, oral interpretation)	3	2.6%
Combination of the Above	90	77.6%
Other	2	1.7%

13. Description of Basic Course and Required/Elective Status of Course

Description	Required	Elective	No Response
Public Speaking	4 22.2%	13 72.2%	1 5.6%
Interpersonal Communication	2 66.7%	1 33.3%	0 ---
Activities (debate, discussion, oral interpretation)	2 66.7%	1 33.3%	0 ---
Combination	27 30.0%	61 67.8%	2 2.2%
Other	2 100%	0 ---	0 ---

14. Nature of Basic Course in Class Size of Schools

Class	Public Speaking	Interpersonal Communication	Activities	Combination	Other
A	3 7.3%	2 4.9%	2 4.9%	34 82.9%	0 ---
B	10 17.9%	1 1.8%	1 1.8%	43 76.8%	1 1.8%
C	5 29.4%	0 ---	0 ---	11 64.7%	1 5.9%
D	0 ---	0 ---	0 ---	1 100%	0 ---
Unk	0 ---	0 ---	0 ---	1 100%	0 ---

15. Evaluation of Students in Basic Course

Evaluation	No. Schools	% of Schools with Program
Written Exams Only	0	---
Oral Presentations Only	25	21.6%
Combination of Exams and Oral Presentations	82	70.7%
Other	8	6.9%
No Response	1	.9%

THE CURRICULUM: BASIC COURSE TEXTBOOKS

16. Use of Textbooks in Basic Course

Textbook	No. Schools	% of Schools with Program
No Textbook	51	44%
Several different textbooks	10	9%
Use of one text:	55	47%
Art of Speaking (Elson & Peck)	8	7%
Basic Speech Experiences (Carlisle)	7	6%
Person-to-Person (Galvin & Book)	6	5%
Speaking of Communication (Beyer, Lee, Wilkinson)	4	3%
New American Speech (Hedde & Brigance)	4	3%

Other books reported had fewer schools using each book. In all 25 different textbooks were listed as used in the basic course.

17. Frequency of Use of Textbook in Basic Course

Book Use	No. Schools	% of Schools with Program
Regularly	28	24.1%
Infrequently	41	35.3%
Never	30	25.9%
No Response	17	14.7%

18. Frequency of Use of Most Commonly Cited Books

Textbook	Used Regularly	Used Infrequently	Never Used	No Response
Several texts	1 10%	8 80%	0 ---	1 10%
Art of Speaking	7 87.5%	1 12.5%	0 ---	0 ---
Basic Speech Experiences	3 42.9%	4 57.1%	0 0	0 ---
Person-to-Person	4 66.7%	2 33.3%	0 ---	0 ---
Speaking of Communication...	2 50%	2 50%	0 ---	0 ---
New American Speech	0 ---	3 75%	1 25%	0 ---

19. Percent of Use of Most Frequently Identified Textbooks in Each Description of the Basic Course

Textbook	Public Speaking	Inter-personal	Activities	Combination	Other
No textbook	13 25.5%	1 2%	2 3.9%	34 66.7%	1 2%
Several texts	3 30%	0 ---	0 ---	6 60%	1 10%
Art of Speaking	0 ---	0 ---	0 ---	8 100%	0 ---
Basic Speech Experiences	0 ---	0 ---	0 ---	7% 100%	0 ---
Person-to-Person	0 ---	0 ---	0 ---	6% 100%	0 ---
Speaking of Communication	0 ---	0 ---	0 ---	4 100%	0 ---
New American Speech	0 ---	0 ---	0 ---	4 100%	0 ---

20. Percent of Books Used in Each Class of School

Class	No Text	Several Texts	Art of Speaking	Basic Speech Experiences	Person-to-Person	Speaking of Communication	New American Speech
A	14 34.1%	2 4.9%	4 9.8%	3 7.3%	4 9.8%	2 4.9%	0 ---
B	28 50%	4 7.1%	2 3.6%	3 5.4%	1 1.8%	1 1.8%	4 7.1%
C	8 47%	4 23.5%	2 11.8%	1 5.9%	1 5.9%	0 ---	0 ---
D	0 ---	0 ---	0 ---	0 ---	0 ---	1 100%	0 ---
Unk	1 100%	0 ---	0 ---	0 ---	0 ---	0 ---	0 ---

21. Use of Textbooks by Teachers Receiving Bachelor Degrees in Various Years

Years

Year of Degree	No Textbook	Several Texts	Art of Speaking	Basic Speech Experiences	Person-to-Person	Speaking of Communication...	New American Speech
Prior to 1958	xxx xxx xxx	xxx	xx				
1958-1967	xxxxx xxxxx	xxx	xxx	xx	xxx	x	xxx
1968-1978	xxxxx xxxxx xxxxx xxxxx x	xx	xxx	xxxx	xx	xxx	x

THE CURRICULUM: ADDITIONAL COURSES

22. Other Speech Courses Offered by School:

Course	No. Schools Offering Course	% of Schools with Program
Advanced Speech	17	14.7%
Debate	32	27.6%
Drama	88	75.9%
Oral Interpretation	15	12.9%
Radio/Television	41	35.3%
Film	35	30.2%
Discussion	14	12.1%
Interpersonal Communication	11	9.5%
Other	17	14.6%

23. Number and Percentage of Each Class of School Offering Courses Other Than "Basic" Speech:

Class	Adv Spch	Debate	Drama	Oral Interp.	Radio TV	Film	Discussion	Interpersonal
A	7 17.1%	14 34.1%	33 80.5%	7 17.1%	17 41.5%	20 48.8%	4 9.8%	4 9.8%
B	8 14.3%	13 23.2%	40 71.4%	7 12.5%	18 32.1%	10 17.9%	8 14.3%	5 8.9%
C	2 11.8%	5 29.4%	13 76.5%	1 5.9%	5 29.4%	5 29.4%	1 5.9%	2 11.8%
D	0 --	0 --	1 100%	0 --	0 --	0 --	0 --	0 --
Unk	0 --	0 --	1 100%	0 --	1 100%	0 --	1 100%	0 --

24. Relation of Speech to Other Courses

Relation	No. Schools	% of Schools with Program
Speech not combined with another course	77	66.4%
Speech combined with another course	39	33.6%
With English	28	24.1%
With Journalism/Writing	4	3.4%
With Theatre	5	4.3%
With Intro. to Media	1	.9%
With Broadcasting	1	.9%

EXTRA-CURRICULAR ACTIVITIES

25. Extra-curricular Activities Available

Activity	No. Schools	% of Schools with Program
Forensics	19	16.4%
Debate	44	37.9%
Discussion/ Student Congress	25	21.6%
Theatre	101	87.1%
Other	22	18.9%

26. Number and Percentage of Each Class of School Offering Extra-Curricular Activities

Class	Forensics	Debate	Congress	Theatre
A	9 22.0%	21 51.2%	11 26.8%	38 92.7%
B	9 18.1%	18 32.1%	11 19.6%	47 83.9%
C	1 5.9%	5 29.4%	3 17.6%	14 82.4%
D	0 ---	0 ---	0 ---	1 100%
Unk	0 ---	0 ---	0 ---	1 100%

THE TEACHING STAFF

27. Date of Receiving Bachelor's Degree

Date of Degree	No. of Teachers	% of Schools with Program
Prior to 1958	18	15.5%
1958-1967	33	28.5%
1968-1978	48	41.4%
No Response	17	15%

The earliest reported year of graduation at the Bachelor's level was 1915. The most frequently reported year of graduation was 1971.

28. Most Frequently Reported Majors at the Undergraduate Level

Major	Cited as Major #1*		Cited as Major #2*	
	No. of Teachers	% of Schools with Program	No. of Teachers	% of Schools with Programs
Speech	15	12.9%	5	4.3%
Communication	5	4.3%	---	---
Theatre	11	9.5%	10	8.6%
English	54	46.6%	9	7.8%
Education	1	.9%	9	7.8%
No Response	13	11.2%	70	60.3%

*Respondents could cite up to two major subjects

20. Most Frequently Reported Minors at the Undergraduate Level

Minor	Cited as Minor #1*		Cited as Minor #2*	
	No. of Teachers	% of Schools with Program	No. of Teachers	% of Schools with Program
Speech	8	7%	4	3.4%
Theatre	6	5%	2	1.7%
English	18	16%	5	4.3%
Education	21	18%	1	.9%
History	10	9%	3	2.6%
No Response	28	24%	85	73.3%

*Respondents could cite up to two minor subjects

30. Number and Percent of "Speech Program" Teachers Engaged in Graduate Work

Stage of Work	No. of Teachers	% of Schools with Program
Work in Progress	28	24.1%
M. A. Complete	29	25%
Work beyond Master's	26	22.4%
No Response	33	28.4%

31. Most Frequently Reported Majors at the Graduate Level

Major	Cited as Major #1*		Cited as Major #2*	
	No. of Teachers	% of Schools with Program	No. of Teachers	% of Schools with Program
Speech	7	6%	2	1.7%
Communication	2	1.7%	2	1.7%
Theatre	12	10.3%	3	2.6%
English	19	16.4%	3	2.6%
Education	16	13.8%	5	4.3%
No Response	49	42.2%	92	79.3%

*Respondents could cite up to two major subjects

32. Most Frequently Reported Minors at the Graduate Level

Minor	Cited as Minor #1		Cited as Minor #2	
	No. of Teachers	% of Schools with Program	No. of Teachers	% of Schools with Program
Speech	5	4.3%		
Communication	1	.9%	1	.9%
Theatre	3	2.6%		
English	2	1.7%		
Education	6	5.2%	1	.9%
No Response	95	81.9%	112	96.6%

*Respondents could cite up to two minor subjects

33. Number and Percent of Teachers with Professional Affiliations

Professional Affiliation	No. of Teachers	% of Schools with Programs
Mass. Spch. Comm. Assoc.	18	15.5%
Eastern Comm. Assoc.	5	4.3%
Speech Comm. Assoc.	14	12.1%
Other Affiliation:		
General Ed. (MEA, MTA, etc.)	5	4.3%
English (NCTE, MCTE)	6	5.2%
Theatre (ATA, NETC, Mass. Drama Guild)	11	9.5%
Forensics (NFL, Mass. FL.)	7	6.0%
Mass Comm. (BEA, etc.)	4	3.4%
Combination of above "other" affiliations	1	.9%
No Response	82	70.7%

34. Number of Years Involved in Teaching Speech Classes

Years of Teaching Speech	No. of Teachers	% of Schools with Program
1-5	41	35.3%
6-10	34	29.3%
over 10	24	20.7%
No Response	17	15%

The maximum number of years of teaching speech -- reported by one respondent -- was 26.

35. Number of Years Involved in Directing Speech Activities

Years of Directing Speech Activities	No. of Teachers	% of Schools with Program
1-5	19	16.4%
6-10	22	19%
over 10	21	18.1%
No Response	54	47%

36. Most Frequently Cited "Non-speech" Courses Assigned to Teachers of Speech Courses were drama/theatre, English, and mass communication (broadcasting, television, and film). Forty-eight instances (13.8%) of teaching drama/theatre, 91 instances (78.5%) of teaching English, and 11 instances (9.5%) of teaching mass communication were reported.

37. Number of Speech Communication Trained Teachers in Schools with a Speech Program

No. of Speech Trained Teachers	No. of Schools Responding	% of Schools with Program
1	39	33.6%
2	21	18.1%
3	9	7.8%
More than 3	4	3.5%
No Response	43	37.1%

38. Number of Speech Communication Trained Teachers Teaching Only Speech Communication Courses

No. of Speech Trained Teachers	No. of Schools Responding	% of Schools with Program
1	23	19.8%
2	6	5.2%
3	1	.9%
More than 3	2	1.7%
No Response	83	71.6%

Major Findings

THE SCHOOLS

1. A majority (53.5%) of secondary schools responding to the survey indicate the existence of a speech program, but a substantial minority of schools (46.5%) report that no speech program exists in their schools.
2. The average size of schools reporting the existence of a speech program is slightly larger (1,332 students) than schools reporting no speech program (1,084) students.

THE CURRICULUM: BASIC COURSE

3. Typically, the basic course is an elective one-semester course offered each year sometime between tenth and twelfth grade. It generally includes one section of between twenty and twenty-five students who meet five days per week for forty to sixty minute class periods.
4. The basic course most frequently combines public speaking, interpersonal communication and other activities such as debate, discussion, and oral communication.
5. Students are evaluated through both written examinations and oral presentations.

THE CURRICULUM: BASIC COURSE TEXTBOOKS

6. The most frequent practice in use of textbooks is the use of one text; but almost as many teachers (44%) use no textbook as teachers who use one basic text (47%). A small group of teachers (9%) employ several different textbooks in the basic course.
7. No single speech textbook dominates the field at the secondary school level.
8. Teachers tend to use textbooks infrequently more than regularly.

THE CURRICULUM: ADDITIONAL COURSES

9. When additional courses are offered, drama is the most frequent offering (in 76% of the schools). Other additional courses are radio/television (35.3%), film (30.2%) and debate (27.6%).
10. Typically (66.4% of the schools), instruction in speech is not combined with instruction in other courses. When speech instruction is combined with other courses, it is found most frequently in English (24.1% of the schools) courses.

EXTRA CURRICULAR ACTIVITIES

11. The most common (87% of the schools) extra-curricular activity is theatre. Debate, discussion/student congress, and forensics occur in fewer than 40% of the schools.

TEACHING STAFF

12. The majority of teachers teaching speech received their undergraduate degrees within the past twenty years.
13. Teachers teaching speech more often majored in English (46.6%) than in speech, communication, or theatre (26.7%) at the undergraduate level. Minors are distributed fairly evenly among education (18%) and English (16%). Speech/theatre were minors for only 12% of the teachers.
14. The majority of teachers teaching speech (71.5%) are either engaged in or have completed graduate work. At the graduate level they tend to major in speech/communication/theatre or English.
15. Most teachers teaching speech do not indicate affiliation with professional organizations in speech or in other fields.
16. The majority of teachers teaching speech (64.5%) have been teaching the subject and directing speech activities ten or fewer years.
17. About one-third of the schools have one speech trained teacher. Eighteen per cent have two speech trained teachers, and less than 10% have three speech trained teachers. In only 19.8% of the schools do speech trained teachers teach only speech communication courses.
18. When teachers are assigned courses other than speech, they are typically assigned English courses.

FOOTNOTES

[1] Dr. Brown is Professor and Chairman of Communication Studies at the University of Massachusetts, Amherst. Ms. Deusser and Mr. Elliot are graduate students in the Department of Communication Studies at the University of Massachusetts, Amherst.

[2] Questionnaires were not sent to exclusively middle schools or to exclusively junior high schools. The secondary schools reported in this survey include grades 7-12, 9-12, or 10-12.

[3] The Massachusetts School Directory, 1977-78 was the source of information for determining the size of each school that responded to the survey. Class sizes reported throughout this study are consistent with those reported in Michigan. (See Book, Cassandra L., and Pappas, E. D. 1975-1976 survey of the status of speech communication education in Michigan secondary schools. Unpublished manuscript, Michigan State University, n.d.). Class sizes are not necessarily defined this way in Massachusetts.

APPENDIX C

SPEECH COMMUNICATION IN THE ELEMENTARY SCHOOL
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APPENDIX D

SPEECH COMMUNICATION IN THE SECONDARY SCHOOL

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